

READIN', WRITIN' & SCRAPPIN'

Scrapbooking as a Teaching Tool

2008-2009 School Year Edition

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A Note from the Author

Thank you for purchasing *READIN', WRITIN' AND SCRAPPIN'*. The materials in this e-book are the product of many years of teaching, writing and scrapbooking. A licensed English teacher, I hold an M.A. in the Teaching of Writing. When I first learned to scrapbook, I realized that it provided a wonderful outlet for creative writing and self-expression, and I began to incorporate it into the journal-writing and research assignments that I gave my students. A few years later, I received a grant to develop a middle school scrapbooking curriculum. That curriculum became the basis for the first edition of *READIN', WRITIN' & SCRAPPIN'*, which was so well received that it was subsequently expanded to include materials for every grade level from K-12, and for homeschools and adult literacy programs as well.

To further teach the educational benefits of scrapbooking, I have run seminars for parents and teachers through various organizations, including: Brookdale Community College, the United Federation of Teachers, Crop-A-Lot, The Learning Annex and Scrappers' Dream Vacations. I am a columnist for *Scrapbook Premier* magazine and have also written for various other scrapbooking publications and websites.

READIN', WRITIN' & SCRAPPIN' would not have come about without the support of my husband Steve—the “wind beneath my wings.” Thank you, Steve, for encouraging me to pursue my dreams.

How to Use This E-Book

READIN', WRITIN' & SCRAPPIN' may be read on your computer screen-- or you may prefer to print it out on standard 8.5 x 11” paper and place it in a three-ring binder. Either way, you will probably want to print out the reproducibles so that you can make copies of them for your students.

This guide is not meant to be a self-contained curriculum, but rather a springboard from which teachers can draw inspiration to create curricula of their own. Much of the information can be utilized by teachers of all grade levels—and while the sample lessons in the planning guides are categorized by grade level, teachers are encouraged to mix and match materials from all levels according to their students' needs.

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SCRAPBOOKING 101 FOR TEACHERS

SCRAPBOOKING 101 FOR TEACHERS

Why Teach Scrapbooking?

If you are reading this, you may already be a scrapbooker. Presumably, you are a teacher as well. However, you may not realize that the hobby that brings you so much personal pleasure is also a powerful teaching tool.

For those of you who are not familiar with scrapbooks, they are living histories of one's life expressed through writing, photography and artwork. If you teach, these types of activities probably sound familiar, whether or not you have ever made a scrapbook. Have you ever asked a child to write an autobiography, or to bring in a photo of a loved one to write about? Have you ever told a student to illustrate a poem with a drawing? If you have, then you are well on your way to teaching kids about scrapbooking.

Here are some powerful reasons to incorporate scrapbooking into your curriculum:

- Student motivation is built right into the assignment because students are creating a book about their favorite subject—themselves.
- While the most direct application of scrapbooking is to the learning of reading and writing, scrapbooking projects can be used to develop these skills not just in language arts and English but across the curriculum— thus developing literacy in social studies, science, math, foreign language, art and other subjects as well.
- Scrapbooking is a natural extension of journal writing. In fact, in the classroom I like to refer to scrapbooks as “photojournals.” This makes the concept more easily understood by students (and better accepted by fellow teachers and administrators as well).
- Scrapbooking is easily adapted to different grades and ability levels.
- Scrapbooking incorporates various learning modes: visual, motor, verbal and auditory.
- Scrapbooking encourages hands-on learning—a real incentive for children who are bored with traditional textbook learning.
- The ordinary becomes extraordinary when you add scrapbooking to your curriculum. All the basic supplies—looseleaf binders, paper, page protectors, glue sticks, drawing and writing utensils—are already in your classroom just waiting for a touch of creativity.
- Scrapbooking creates a sense of community among students--and among parents and families who can't resist getting involved as well!

Are you ready to bring scrapbooking to your classroom? Turn the page, and we'll get started!

Studies Linking Scrapbooking With Learning

Scrapbooking is educational. This is something that teachers instinctively know, but unfortunately school administrators and school boards who are not familiar with scrapbooking do not always share teachers' enthusiasm for photo-crafts and other creative, hands-on activities. This lack of support translates into lack of funding for scrapbooking and other hands-on projects, and as a result, crafts such as scrapbooking are often sorely neglected in the classroom.

Fortunately, several organizations have conducted studies which support what teachers already know: crafting (especially scrapbooking) is highly educational.

Teachers can use the studies below to help acquaint other educators with the benefits of crafting with kids. Even though true teaching comes from the heart, sometimes nothing speaks louder than cold, hard facts. And the fact is that scrapbooking is one of the most effective teaching methods around.

CRAFT & HOBBY ASSOCIATION

In 2005, the Craft & Hobby Association conducted focus group studies of schools in Paramus, NJ and in Cleveland, OH. According to the CHA website (<http://www.teacherplace.org/research.html>), these studies found out that crafts:

- enhance the lesson and the learning process and in many cases are vital to the learning process
- provide a welcome break from traditional academic activities
- help teachers to better understand students' thought processes

READIN', WRITIN' & SCRAPPIN'

During the 2003-2004 school year, *Readin', Writin' & Scrappin'* studied 16 classrooms where scrapbooking was integrated into the curriculum. Participating teachers filled out surveys asking a variety of questions about their scrapbooking programs. Below are the study's findings.

1) On what grade levels is scrapbooking being used as a teaching tool?

The majority of projects in this survey were done with elementary (K-8) classes. However, one preschool teacher and three adult literacy/college teachers also responded.

2) How much money do teachers spend annually on scrapbooking supplies for their classrooms?

Most teachers surveyed spent \$100-\$500. Two teachers spent less than \$100, and one spent \$600-\$1000.

(continued on next page)

3) What is the source of funds for classroom scrapbooking projects?

While the majority of teachers paid for supplies out of their own pockets, approximately one-half of this group received supplemental monies from their schools as well. One lucky teacher received all her monies from her school/district. Two teachers asked parents to contribute money as well.

4) What supplies were used?

Paper was most widely used, followed by stickers and adhesives. Other popular picks: die-cuts; punches; templates; page protectors; binders. Mats, frames, stamps, ink and eyelets were least used.

5) What types of skills did students gain?

Writing led the way, followed by reading and self-esteem. Social studies, math and science skills also improved. A few enterprising teachers used scrapbooking to teach family history, consumer science, computers, art and discipline.

What is the significance of these survey results? Scrapbooking is used at all grades and age levels. Teachers have so much confidence in the educational value of scrapbooking that they are willing to spend their own money on classroom projects, even when they do not get support from their schools—proof positive of the academic value of scrapbooking.

HOBBY INDUSTRY ASSOCIATION

In 2001, the Hobby Industry Association released "The Academic Value of Hands-on Crafts Projects in Elementary Schools." This research report revealed that students who spent a greater proportion of their classroom learning time engaged in hands-on projects scored significantly higher on writing and drawing knowledge application tests. Students also developed greater curiosity about the subject matter, demonstrating greater motivation, willingness to ask questions and volunteer information, and enthusiasm and attention to assigned tasks. (The full results of the study can be obtained at www.teacherplace.org.)

NATIONAL CENTER FOR EDUCATION STATISTICS

Similarly, research into early childhood education has found that doing arts and crafts with children is associated with acquiring literacy skills. A report by the National Center for Education Statistics in 2000 revealed that: "28% of children whose families did arts and crafts with them three or more times in one week recognized all the letters of the alphabet compared to 21% of children whose families did arts and crafts with them less frequently or not at all." (The full report can be obtained at <http://nces.ed.gov/pubs2000/quarterly/spring/3child/q3-1.html>.)

Visual Literacy

“A picture is worth 100 words.”

It may be cliché, but in the field of education, this time-worn phrase has been given new meaning as a result of studies into visual literacy.

The term “literacy” is most commonly used to describe the ability to read and write, in other words, the ability to understand and utilize the written word. Journaling in a scrapbook fits into this definition.

But journaling is not the only component of scrapbooks that helps develop children’s literacy skills. Recently experts in the field of education have expanded the term “literacy” to include visual means of communication such as photography. This skill is referred to as “visual literacy.”

Visual literacy refers to the ability to observe, understand, interpret and appreciate the meaning of a visual image such as a photograph. It also refers to the ability to express one’s self through the creation of visual images. Interestingly, it has been further found that improving children’s visual literacy helps improve their reading and writing skills as well.

To better understand the connection between visual literacy and verbal literacy, think about the steps you have been using to read this chapter. Initially, you probably scanned this entire e-book for chapter whose dominant features (ex. titles) caught your attention. Once you focused on this chapter’s title, you probably made a mental prediction of what the chapter would probably be about. This prediction was based on the literal meaning of the words, but also on your own mindset and previous experience with the topic. Then, as you read the text itself you proceed to comprehend the literal meaning of the words, interpret the meanings behind the words and finally evaluate what you read.

These same skills—scanning, comprehending, interpretation and evaluation—are also used when a student chooses photos to put in a scrapbook. In order to “read” the photos, the child must first scan them, looking for dominant features that catch his attention (ex. the colors or the setting). As he looks more carefully at a particular photo, he must first comprehend the basic information about the photo (the who, what, when and where), interpret the meaning behind the photo and finally evaluate the photo and decide whether to use it on his scrapbook page.

Likewise, the skills a child uses to create a photograph are similar to those she uses to express herself in writing. There are many correlations

between “composing” a photo and writing a composition. Whether creating a photograph or a piece of writing, first, the child must select an overall theme. Then she must select the relevant details to be included and arrange them so that they can be easily understood by those who “read” her photo or composition.

Now is the time to introduce your fellow educators to scrapbooking. More and more schools are requiring students to become proficient not just in reading and writing, but in visual literacy as well. With the proliferation of mass media ranging from basic television to interactive cable and the Internet, it is increasingly necessary for children to be able to understand, interpret and utilize visual images as well as the written word. Because scrapbooking teaches children to express themselves both verbally and visually, it is a highly effective means of teaching literacy.

Basic Scrapbooking Terms & Techniques

As discussed earlier, scrapbooking is the craft of making scrapbooks—special photo albums whose pages are filled not just with photographs, but with journal writing, memorabilia and decorations such as stickers, die-cuts, rubber-stamping and drawings. Each scrapbooker has his or her own style, ranging from whimsical to romantic to sophisticated. And for each type of scrapbooker, there are a variety of techniques and craft materials to suit his or her needs.

For many scrapbookers, the goal of scrapbooking is not only to showcase photos and keepsakes, but to preserve them for generations to come. To preserve your scrapbook's contents, it is important to keep it away from excessive light and heat, as well as chemicals such as acid, lignin and PVC's. **Acids** are substances with a pH higher than 7 that are often found in cheaply manufactured paper products, and in many glues and adhesives. **Lignin** is a byproduct of the paper manufacturing process. **PVC's** (or poly-vinyl-chlorides) are found in many plastic products. All three chemicals cause photos to disintegrate over time. For this reason, many scrapbookers like to buy products that do not contain any of these substances. These products are labeled "acid-free", "lignin-free" and "PVC-free."

Glossary of Basic Scrapbooking Techniques

1. **Cropping:** When you use a scissor to trim a photo that is too big or contains people or objects that you don't want included. You can also cut photos into shapes just for fun. Or create a silhouette of a favorite friend or relative by cutting along the outline of the person and discarding the background.
2. **Matting:** when you glue a photo to a piece of colored paper that is just slightly larger than the picture itself, leaving a colorful border around the photo.
3. **Framing:** when you decorate a photo with a picture frame made out of colorful paper.
4. **Mounting:** when you glue everything onto your scrapbook page.
5. **Journaling:** when you write captions or a short story about the photos.
6. **Titling:** when you add a catchy headline or title to your page.
7. **Embellishing:** when you decorate the page with stickers, die-cuts and other fun items.

Scrapbooking Supply List

Below is a list of supplies that you will need to start a class scrapbooking project. Some supplies may already be in your school. Others can be purchased in an office supply store. Specialty items may be found in your local arts and crafts or scrapbooking store.

It is up to the individual teacher to decide how important it is to them to have their students use products that are free of acid, lignin and PVC's; some teachers prefer to just focus on developing students' academic and creative skills. Choose materials that best suit your teaching objectives.

Three-ring binders: used as albums to hold scrapbook pages. (More elaborate and expensive scrapbooks are available, but for classroom purposes, looseleaf binders are the most inexpensive and versatile.)

Polypropylene page protectors: to protect scrapbook pages from sticky fingers, dirt, etc. These are easily found in an office supply store.

Card stock: a sturdy type of paper perfect for use as a scrapbook page.

Colored and patterned paper: used as background for an entire page or to cut into smaller embellishments

Frames: photo frames that are made out of paper and used to adorn photos on a scrapbook page. Ready-made photo frames are available in scrapbook stores, or you may create them yourself.

Mats: small colored pieces of paper used as a colorful backing behind a photo on a scrapbook page. Ready-made mats are available in scrapbook stores, or you may create them yourself.

Templates: used to trace and cut shapes out of paper or photos

Scissors: used to cut paper and photos

Decorative edgers: scissors with fancy blades used to cut unique edges on photos and papers; designs vary from pinking to deckle-edged

Glue sticks: to adhere photos and paper to scrapbook pages

Pens/pencils/crayons*/markers: used to write journal entries, draw pictures, and create decorative borders and designs (*Crayons are not generally photosafe.) *(continued on next page)*

Die cuts: machine-cut paper shapes. Because these shapes are so useful in decorating all kinds of school projects—such as bulletin boards and classroom displays--some schools have their own die-cut machines so teachers can create their own shapes. Otherwise, you can purchase die-cut shapes in a crafts or scrapbooking store. Some stores make die-cut machines available to their customers for a minimal charge.

Stickers: a favorite of kids of all ages! Stickers are not essential but they are a fun way to motivate learning and to decorate scrapbook pages.

Transparency projector: useful for demonstrating various scrapbooking techniques. Can also be used as a lightbox for tracing letters and drawings.

Photos: students can bring photos from home or take new photos for their project.

Cameras/film: if students will be taking new photos, make sure that they have their own cameras, and that they have permission to use them. Alternatively, you can provide students with disposable cameras.

pH pen: used to test whether paper products contain acid.

Punches: hole punchers that cut various shapes from paper

Ruler/protractor/compass: useful when measuring, cutting and drawing

Yarn/fabric/ribbon: useful for embellishing covers and pages

Photocopy machine: to reproduce teacher-made and copyright-free handouts for students

Computer: More on this later!

PLEASE NOTE: Some lesson plans will call for “basic scrapbooking supplies.” For the purposes of this book, basic supplies are: card stock; paper; scissors; glue sticks; pens; pencils and rulers.

Scrapbooking on a Teacher's Budget

Teachers spend an average of \$1200 of their own money each year for classroom supplies, according to AdoptAClassroom.Org, a website that matches teachers with donors who help fund classroom purchases. Here are some ways to keep costs down yet develop quality scrapbooking programs in your classroom.

- Low income schools can “shop” for free school supplies at one of many **Kids In Need Resource Centers** or obtain pre-packaged school supply kits, thanks to the efforts of SHOPA's Kids in Need Foundation. For more information, visit www.kidsinneed.net
- **Tool Factory and Olympus** have launched *Digital Wish* to help educators locate much-needed funding for technology. Post your technology wish list at www.digitalwish.com so donors can make a contribution to your classroom.
- **Donors Choose** is a not-for-profit web site where teachers submit project proposals for materials or experiences their students need to learn. These ideas become classroom reality where concerned individuals choose projects to fund. For more information, visit <http://www.donorschoose.org>
- **Campbell's Labels for Education** is a fun, easy program where students, families and members of the community work together toward a common goal by collecting proofs of purchase from Campbell products in exchange for school supplies. Many of the selections in the Campbell's catalog can be used to make scrapbooks (ex. markers, glue sticks, paint and paper trimmers). <http://www.labelsforeducation.com/default.aspx>
- Many teachers are eligible for a federal income tax deduction of up to \$250 for unreimbursed expenses. Details are in **IRS Publication 3991** (“Highlights of the Job Creation and Worker Assistance Act of 2002”) found at www.irs.gov.
- You are not limited to purchasing scrapbooking supplies from specialty scrapbooking stores. Oftentimes you can find equivalent items—for example, three ring binders, acid-free paper and page protectors-- for less money in **arts and craft, stationery or office supply stores**.
- Get in the habit of asking retailers who stock scrapbooking-related products whether they offer **special discounts or rebates** to educators. Craft stores such as A.C. Moore offer teacher discount cards, as do bookstores such as Barnes & Noble (a good source of scrapbooking magazines and idea books). The Staples Teacher Reward program sends rebate certificates to teachers who spend a pre-specified amount of money in Staples stores. Toy stores such as Zany Brainy offer teacher discounts as well. Teacher discounts vary from store to store, so check with local retailers to see what they offer teachers in your area.
- Purchase scrapbooking supplies in bulk from **wholesale clubs** such as Sam's or Costco. While inventory changes frequently, teachers can often find classroom-sized packages of supplies such as acid-free glue sticks and decorative edgers.
- Find out whether your school district has a **teacher resource center**. For a nominal membership fee, these centers provide lending libraries and use of equipment such as die-cut machines and laminators.

Funding Your Project with Educational Grants

As wonderful scrapbooking is as a teaching tool, it can be expensive. A great way to fund a scrapbooking curriculum is to apply for an educational grant. Keep in mind that it is essential you have an instructional objective in mind when applying for a grant—for example, to improve writing skills.

Before you apply for funding, it is a good idea to create a sample scrapbook to show members of the educational community. Have each student make a sample page, and compile the pages into a demonstration binder. Using this album, you can familiarize others with the craft and rally support for your project.

Begin looking for organizations that offer grants. Grants can be found on the local, state and national level. Find more information in the library or online. There you will find useful books such as *The Teacher's Guide to Winning Grants* by David G. Bauer and websites such as Schoolgrants.org and Foundations.org.

If you are a first-time grant writer, start with applying for a mini-grant. These grants are funded by local groups for individual classes. (In contrast, the federal government and large foundations fund school-wide or district-wide programs.) Mini-grants are a great way to learn the basics of grant writing, and the ins and outs of using grant funds. First-time applicants are also more likely to get a mini-grant.

Grant applications vary, but generally they ask for the following:

1. **Title:** Be specific and descriptive.
2. **Description:** Outline the project, and summarize specific activities to be performed by the students.
3. **Objective:** Explain the educational goal. Discuss how it fulfills your school or district's learning standards.
4. **Budget:** Provide a cost list of all supplies to be used.
5. **Evaluation Plan:** Explain how you will assess student work and measure the program's effectiveness.
6. **Dissemination:** Tell how the project's results will be shared with others. Display your class scrapbooks for others to learn from.

While grant writing may seem complicated at first, do not be discouraged. Remind yourself that you are not only a teacher, but a scrapbooker too! Combine creativity with planning, and you will reap big rewards.

On the next page is a partial list of grants for the 2008-2009 School Year.

Grants & Contests for the 2008-2009 School Year

Kids In Need Foundation Grant Program provide funds for K-12 classroom projects that engage students in hands-on activities (such as scrapbooking and other crafts). Grant amounts are between \$100 and \$500 and may be used toward the purchase of classroom supplies or materials. **Deadline: September 30, 2008.** For more information, visit www.kidsinneed.net

Target Local Store Grants fund arts programs that make arts and cultural experiences accessible to children and families (ex. local art activities such as cultural festivals, free outdoor concerts and artist residencies in schools) and early childhood reading programs that foster a love of reading and encourage young children, ages birth through nine, to read together with their families (ex. library storytimes and family reading nights). **Deadline: May 31, 2009.** For more information, visit your local Target store or www.target.com

Kappa Delta Pi awards grants annually in the amount of \$150 each to fund innovative and unique programs/projects in the classroom. One past award went to an elementary school teacher in Bushnell, IL, so that her first graders could develop their writing skills by creating a class scrapbook. **Deadline: July 1, 2009.** For more information, visit www.kdp.org

Digital Wish Grants (sponsored by Olympus America and Tool Factory) will award a Mobile Digital Camera Lab three times during the school year and will also give smaller awards on a monthly basis to teachers who use digital technology in innovative ways. Deadlines: Various deadlines throughout the school year. See website for details and deadlines—
[http://www.digitalwish.com/dw/digitalwish/grant awards](http://www.digitalwish.com/dw/digitalwish/grant_awards)

Genealogical grants are offered on a monthly basis by Megan Smolenyak, author of *In Search of Our Ancestors: 101 Inspiring Stories of Serendipity and Connection in Rediscovering Our Family History*. One past award went to a high school genealogy club to help fund student oral history and genealogy projects. Another school grant award funded an art class project exploring the themes of self-portrait and identity. For more information, visit <http://www.honoringourancestors.com/grants.html>

Planning a Scrapbooking Unit: GRADES K-3

PLANNING A PRIMARY GRADE SCRAPBOOKING UNIT

Scrapbooking incorporates a variety of basic motor skills (such as cutting a straight line) and academic skills (such as writing). Because children in the primary grades develop these skills at different rates, scrapbooking in the primary grade classroom is necessarily a collaborative effort between teacher, child, and parents as well. This is the theoretical framework for the READIN', WRITIN' & SCRAPPIN' primary grade curriculum.

In the primary grades, every new skill learned is a milestone to be cherished and celebrated. Scrapbooks are a way to record and share these accomplishments. They can be read aloud by the teacher for all to enjoy, displayed in the class library for individual students to open and browse through, and sent home to parents so they can share in their child's accomplishments.

This section contains a variety of scrapbooking projects to do with primary grade students. They are in the form of activity sheets rather than formal lesson plans to fit the holistic nature of primary grade education. The tips below will help you to customize the activities to fit your individual class needs.

Identify Your Teaching Objectives

It is important to give your scrapbooking unit a focus by first thinking about what your teaching objectives are. Is your goal to improve writing skills? To improve manual dexterity? To reinforce skills in a particular subject such as social studies or science? To create a portfolio of students' work? Depending on your goal, you may teach scrapbooking as a free-standing unit or in conjunction with other class subjects.

Select A Theme

Once you have decided upon your teaching objectives, select an overall theme for your class scrapbooks. You may decide on a general theme such as "Class Memories" or "My Best Work." Or, if your goal is to complement a unit already in your curriculum, then you may decide on a more specific theme, such as "On the Farm" or "Story Time."

Developing Early Writing Skills Through Scrapbooking

No matter what theme you select, having your students respond verbally to pictures relating to that theme is a great way to cultivate a love of words. Reproducible 1 on page 81 provides a quick and easy way to create basic scrapbook pages. Simply have each child paste a photo on the page. Then, depending on their writing level, each child can either write a story about the photo in the lines below or verbally tell you a story to write down for them. Students can then decorate their pages with crayons, stickers or other embellishments.

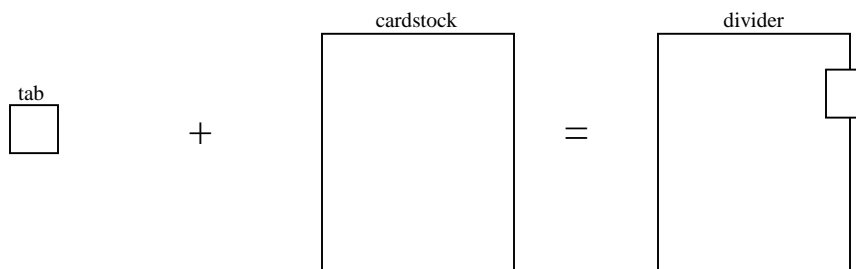
Grades K-3

Activity #1: PERSONALIZING THE SCRAPBOOK BINDER

While the emphasis in scrapbooking is usually on designing pages, making a customized scrapbook binder gives students a sense of ownership and pride. There are a variety of options for binding and decorating scrapbooks. Choose the method that fits your instructional needs and budget.

INSTRUCTIONS

1. Select one of the options below for making a scrapbook binder:
 - three-ring looseleaf binder: fill it with blank pages in page protectors
 - card stock cover: cut two 9.5" x 11.5" pieces of oak tag or card stock and triple hole-punch them. Use one piece for the front cover and the other for the back cover. Inside, place blank pages in page protectors. Bind the cover and pages by tying ribbon or yarn through the holes.
2. Personalize the cover. Here are some ideas:
 - have each child put his/her name on the cover using alphabet stickers, glitter glue, paint pens, or other durable writing tools
 - make a yarn design with yarn and glue
 - paint or color a design
 - laminate a photo of the student to the cover
 - glue fabric to the cover
 - award hardworking students with stickers that they can add to the their cover throughout the school year (a great class motivator!)
3. If your class scrapbooks will be organized by theme or split into sections, make dividers out of 8.5" x 11" cardstock. Make tabs as follows:
 - Cut 2" x 2" squares of cardstock. Fold each square in half, apply glue to the inside folds, and position the tab along the edge of the divider so that there is a 1/2" overlap on which you can write the name of the section. Punch three holes in the divider so it can fit in the binder.



Activity #2: CREATING AN "ABOUT THE AUTHOR" PAGE

The objective of this activity is to learn how to make a basic scrapbook page. This page will be the first page in each child's scrapbook. In addition to basic scrapbooking supplies, you will need individual photos of each child.

INSTRUCTIONS:

1. Photocopy and fill in the blanks of the poem below. (Younger students may need an adult's assistance in writing their poems.)
2. Cut out the poem and title below.
3. Arrange the poem, photo and title on a piece of colored paper and glue them down.
4. Students decorate the page with chalk, crayons, stickers or other embellishments.

ABOUT THE AUTHOR

I am _____
Child of _____
Who loves _____
Who fears _____
Who dreams _____
I am _____

Activity #3: CREATING PHOTO MATS

The objective of this activity is to create handmade mats that can be used to embellish class scrapbook pages. Having students decorate, measure, and cut their own mats not only provides an additional outlet for creativity but teaches them important math skills as well. Besides basic scrapbooking supplies, have plenty of rulers on hand.

INSTRUCTIONS:

1. Have the children create abstract designs on full sheets of paper. Depending the students' ages and ability levels, they may use a variety or design techniques, for example:
 - Coloring with markers, pens, colored pencils or chalk
 - Painting with watercolors
 - Rubber-stamping
 - Applying glitter and glue
 - Making a mosaic with squares of colored paper
2. Using a ruler and pencil, cut the decorated paper into 4" x 6" rectangles. (This size is large enough to accommodate 3" x 5" photos; measure out larger rectangles if photos are bigger than 3" x 5".)
3. Glue a photo on each mat, leaving an even border all around.
4. Glue one or more matted photos onto each student's scrapbook page, leaving space for a title and a short story or description of the photos.
5. Decorate the pages with chalk, crayons, stickers or other embellishments.

Grades K-3

Activity #4: CROPPING PHOTOS

This activity teaches how to crop photos into different shapes—one of the most basic of scrapbooking skills. Use store-bought shape stencils (also called templates) or make your own using Reproducible 2 on page 82.

INSTRUCTIONS:

1. Use the template to cut the photos into shapes. Simply place the template over the part of the photo to be cut out and trace the shape onto the photo.
 2. Remove the template and cut out the traced shape.
 3. Randomly glue the cropped photos onto page to create a montage.
 4. Add a title and a short story, poem or description of the photos.
-

Activity #5: CREATING PAPER DOLLS

A variety of instructional activities can be developed using paper dolls. Students can make dolls that look like themselves or like family members or friends. Dolls can also be made to resemble their favorite story book characters.

INSTRUCTIONS:

1. Use Reproducible 3 on page 83 to make a paper doll template. Simply make an enlarged copy on card stock and cut out the shapes.
 2. Students can then trace the doll and clothing onto a separate piece of paper, color them in and cut them out.
 3. The doll can then be dressed and glued to a scrapbook page. Don't forget to add a title and a short story or description.
-

Activity #6: Making a Picture Dictionary

Making picture dictionaries reinforces spelling and vocabulary skills.

INSTRUCTIONS

1. Use die-cut letters or photocopy Reproducible 4 on page 84 and cut out the letters.
2. Glue each letter to the upper left hand corner of a page.
3. On each page, glue pictures of items beginning with that letter. Label and define each item.

Activity #7: DISPLAYING TINY TREASURES

Children love to collect things—leaves, dried flowers, coins, tiny beads. Why not display your students' precious finds in their scrapbooks? All that you need is basic scrapbooking supplies, a zip-top sandwich bag, and the template below. This is a great activity to do after a class trip; include photos of the students on the page along with a framed package of their souvenirs for a keepsake of the day.

TEMPLATE INSTRUCTIONS

1. Photocopy template onto card stock and cut it out.
2. Cut out this center square to make a frame.
3. Place the items in the bag and seal it.
4. Position the bag on the scrapbook page.
5. Put glue around the edges of the frame and center it over the bag, applying pressure to adhere the frame to the page.
6. Write a story or description of the bag's contents.
7. Add a title and decorate the page.

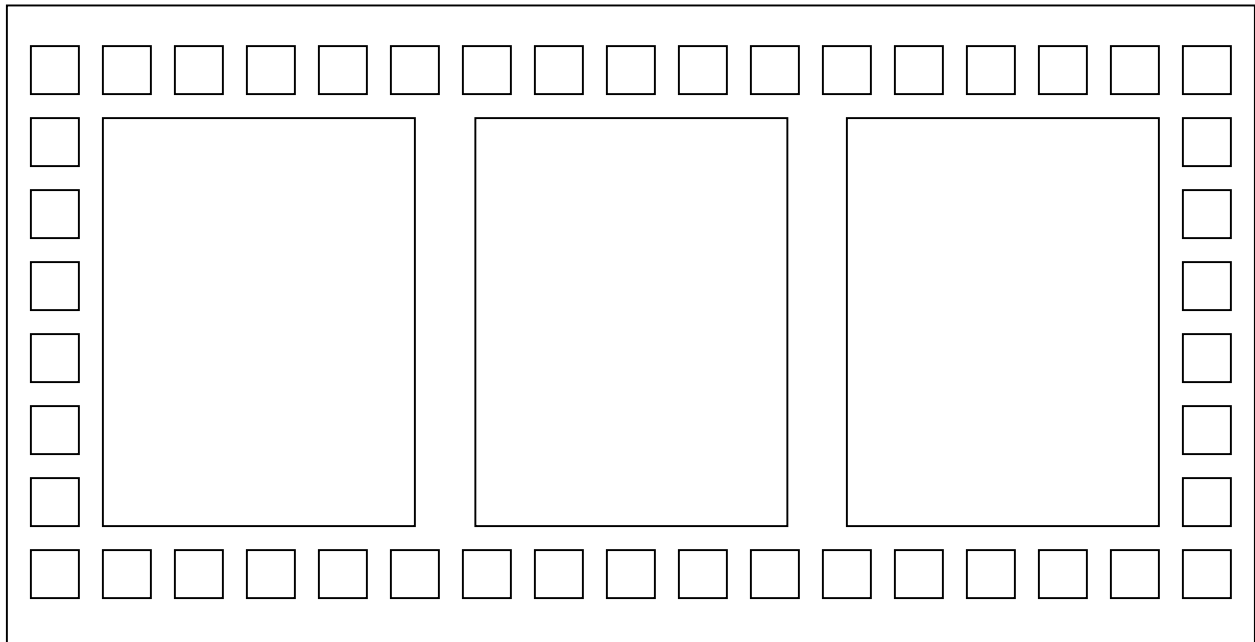
Grades K-3

Activity #8: SEQUENCING A STORY

One of the most important early reading and writing skills is sequencing—being able to identify the order in which events take place. Here’s a fun sequencing exercise utilizing a filmstrip pattern. Besides basic scrapbooking supplies, students should have three chronological photos of the same event (ex. a birthday party, a vacation, a day at school).

INSTRUCTIONS:

1. Make photocopies of the pattern below for each student.
2. Cut photos to fit the filmstrip frames.
3. Glue the photos in chronological order onto the filmstrip.
4. Write a caption under each photo.
5. Mount the filmstrip onto a scrapbook page, write a short story or description and add a title.

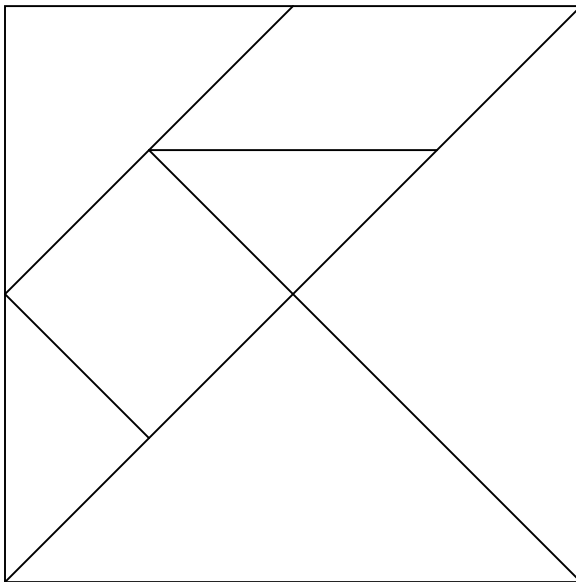


Activity #9: CREATING A TANGRAM MOSAIC

This activity shows how to create a geometric mosaic. The design of the mosaic is based on a Chinese puzzle called a tangram, which is made by cutting a square into five triangles, a square and a rhomboid. This is a great math or social studies activity. As an introduction to this activity, you might want to read the children's book entitled Grandfather Tang's Story: A Tale Told with Tangrams by Ann Tompert (Crown Publishers, Inc.).

INSTRUCTIONS:

1. Make enlarged copies of the tangram pattern onto colored card stock.
2. Cut out the pieces along the lines.
3. Rearrange the shapes on a scrapbook page to create a new design.
4. Glue the design to the page.
5. Add a title and short story or description.



Activity #10: CREATING A POCKET PAGE

Certificates, awards, perfect spelling tests... These are all indications of a job well done. Save these precious papers in a pocket page. Besides basic scrapbooking supplies you will need yarn for this project, as students will be sewing the pockets to their scrapbook pages.

INSTRUCTIONS:

1. Make photocopies of the pocket pattern (below) onto colored card stock. Cut all the way across the dotted lines to separate the pocket from this page.
2. Lay the pocket on a blank scrapbook page so that its bottom edge and corners line up with those of the page.
3. Holding the pocket and page together, use a paper punch to punch holes down the two side edges and across the bottom edge of the pocket (and the corresponding parts of the underlying page).
4. Cut a 2' piece of yarn and tie a large knot in one end. Stiffen the other end by applying a small amount of glue.
5. Pull the yarn through the first hole and lace it through the remaining holes until bottom edge and sides of the pocket are securely sewed onto the page. (The top edge of the pocket should remain open.) Tie an end knot when the yarn reaches the very last hole and trim excess yarn.

----- (cut)

A JOB WELL DONE

Planning a Scrapbooking Unit: GRADES 4-8

Grades 4-8 Curriculum Guide

PLANNING A SCRAPBOOKING UNIT FOR GRADES 4-8

Identify Your Teaching Objectives

The lessons in this section are designed to fit into a variety of class curricula. In selecting lessons to do with your students, it is important to first think about what your teaching objectives are. Is your goal to improve writing skills? Then you may want to plan a scrapbooking curriculum that focuses mostly on using a variety of journaling techniques. If your goal is to teach how to integrate text with photos, then you may want to focus on typography and layout. If your goal is to complement a unit already in your curriculum, then you may want to use scrapbooks as a type of learning log in which students can write about and illustrate what they are learning in that particular unit.

Select A Theme

After considering your teaching objectives, select an overall theme for your class scrapbooks. You may select a general theme such as “Class Memories” or “All About Me.” Or you select a theme that complements a specific unit in your curriculum, such as “Local History” or “Poetry.”

Assign the Project

Once you have determined the skills and concepts that you want students to master, it is important to communicate these expectations to your students and their parents. No matter what the theme of the project will be, provide students with a requirement sheet informing them of the types of writing and scrapbooking techniques that you expect to see in their projects. A sample letter to parents (Reproducible 6) and an assignment sheet (Reproducible 7) are provided on pages 86 and 87.

Provide Students With Organizational Tools

Scrapbooking is very exciting, but it can also be very overwhelming for students as they grapple with decisions regarding what photos they will need, what they will write about, and how they will sequence the pages in their books.

Whenever possible, I recommend that teachers encourage students to develop their own topics for their scrapbooks. However, individual teachers may choose to develop a list of suggested topics for those students who have difficulty making these decisions on their own.

Grades 4-8

On page 85 (Reproducible 5) is a sunburst chart—a type of graphic organizer that will help you and your students to organize their ideas. Use this chart to brainstorm possible topics relating to the overall theme of their scrapbooks. The main theme is written in the center of the sunburst, and potential topics are written inside each of the rays. Each topic on the sunburst chart can then be used as individual themes for pages within your students' scrapbooks.

Once the class has completed their sunburst charts, I give each student a “Scrapbook Planner.” (See Reproducibles 8a-c on pages 88-90.) This booklet—which can be reproduced on a photocopy machine and stapled together—contains charts for planning out each potential scrapbook page, as well as a photo log. It helps students to plan out the overall sequence of their scrapbooks. For each page in the scrapbook, students brainstorm a theme, a list of photos they would like to include and a description of the type of information they plan to provide in their journaling. As students begin to bring in necessary photos, they organize them by writing a number on the back of each one and recording a description of each photo next to the corresponding number in the log.

LESSON 1: INTRODUCTION TO SCRAPBOOKING

The objective of this lesson is to demonstrate why it is important to record one's personal history and to introduce basic scrapbooking techniques. When presenting this lesson, it saves precious classroom time to provide students with pre-made mats, frames and page toppers when they are just beginning scrapbooking. Later on, students can create their own.

MATERIALS:

Sample scrapbook pages; pre-made mats, frames and page toppers (use Reproducible 9 on page 91); stickers; basic scrapbooking supplies

ACTIVITIES:

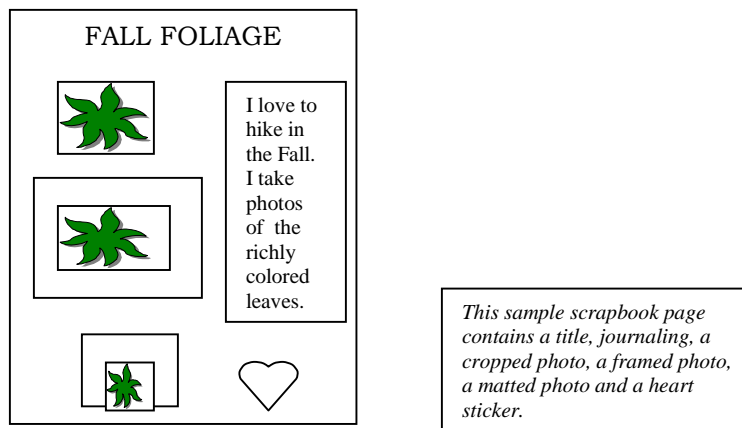
1. Discussion: Present this scenario to the class-- Suppose you were exploring in your grandmother's attic and you came across a wooden trunk. What would you like to find in there so that you could learn more about her life when she was younger? What are some ways that people preserve their memories? (ex. journals, diaries, photo albums, scrapbooks) Why is it so important to preserve one's memories?
2. Teacher modeling: Display scrapbook pages to class, pointing out various techniques used. Focus particularly on the basic elements of a page: photos; cropping; matting; framing; journaling; a title; and embellishment.
3. Scrapbook workshop: Step by step, have students do the following:
 - Select three photos that they would like to put on a scrapbook page.
 - Select their favorite photo from the batch and examine it carefully. What is the most important part of the photo? Is it Grandpa's smiling face? The vintage car in the background? The beautiful tree on the side? What parts of the photo detract from the subject? Does that pole in the background look like it's sticking out of Grandpa's head? Is there a thumb print in the corner? This is where cropping comes in.
 - Cropping: Use a scissor to trim the photo's edges, cutting out any distracting details and leaving the most important elements of the photo intact. Students will find it helpful to use a ruler and pen to draw trim lines before cutting the photo with the scissors. *(continued on next page)*

Grades 4-8

- **Matting:** Instruct students to select a second photo, crop it if necessary, and mount it onto a pre-cut mat.
- **Framing:** Instruct students to select a third photo, crop it if necessary, and place it behind a frame, making sure that the most important elements of the photo show through the hole in the center.
- **Journaling:** Tell students to write a short description or story about the photos on a die cut.
- **Titling:** Have students write a title for the page on a page topper.
- **Layout and mounting:** Instruct students to select one photo to serve as a focal point which the other page elements can accent. Choose the most powerful photo of the batch, and place it close to the center of the cardstock. Lay the other elements around it, trying different placements to see which layout is most attractive. Then glue the photos down.
 - Reward students who have completed the steps above by allowing them to select a sticker to add to their scrapbook page.

CLOSURE:

Have students share their pages with the class.



LESSON 2: CREATING AN "ABOUT THE AUTHOR" PAGE

The objective of this lesson is for students to identify what makes them unique and to establish a sense of authorship in their scrapbooks. Before presenting this lesson, the teacher should photograph each student working on his or her scrapbook and have the photos developed.

MATERIALS

Photos; basic scrapbooking supplies; any book that contains a short biography of the author.

ACTIVITIES

1. Discussion: Class examines the author biography and discusses why they think the author included this information in his or her book.
2. Writing: Students write autobiographies about themselves answering the following questions:
 - What is your full name?
 - Where and when were you born?
 - What is your family like?
 - What are your favorite hobbies?
 - What makes you unique?
 - What do you hope people will learn from reading your scrapbook?
3. Scrapbooking: Students create a scrapbook page entitled "About the Author." On this page, they incorporate their autobiographies, their photos and any embellishments they would like to add. This page will be placed in the front of their scrapbooks.

CLOSURE

Students share their pages with the class.

Grades 4-8

LESSON 3: THE IMPORTANCE OF USING ACID-FREE MATERIALS

The objective of this lesson is to make students aware of the basic principles of photo preservation and to show them how to analyze materials to determine whether they are photosafe. This is a great lesson to incorporate into a science curriculum.

MATERIALS:

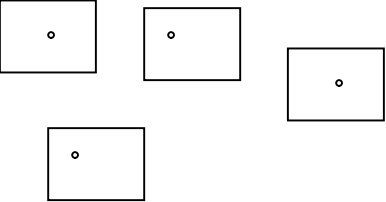
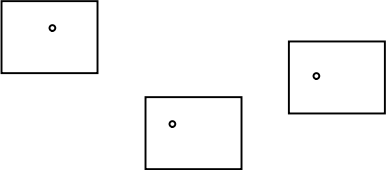
Photos stored in unsafe media such as a shoe box or old-fashioned magnetic album; pH pen; a piece of poster-board divided into two columns labeled “Acid-free” and “Acidic.” (In addition to these teacher-provided materials, each student should bring to class three pieces of white paper from various sources, for example, a newspaper, a magazine, paper towel.)

ACTIVITIES:

- 1) Discussion: Display photos that have been mounted in “unsafe” conditions and ask students if they can guess what could have caused the yellowing and fading? Explain that photos and writing have to be preserved under special conditions in order for them to last. In particular, discuss the importance of preserving photos in an acidfree environment.
- 2) Group work: Each group tests its paper samples, using the pH pen to determine whether acid is present. (A blue mark indicates that the paper is acid-free; a yellow mark indicates that the paper is acidic.) Students affix their paper samples in the appropriate column on a piece of poster-board in front of the room and label what type of paper each sample represents (ex. looseleaf paper, newspaper, napkin, etc.).

CLOSURE:

Each group presents its findings.

ACIDIC	ACID-FREE
	

LESSON 4: CREATING CATCHY PAGE TITLES

The objective of this lesson is to have students become aware of how words are used in everyday life to attract people's attention. Having considered this, they will be able to more effectively write catchy titles for their scrapbook pages. A good resource for this lesson is an article entitled "Terrific Titles," which was printed in the February, 2000 issue of Creating Keepsakes scrapbook magazine (published by Primedia Inc.).

MATERIALS:

Magazines and newspapers; poster board; basic scrapbooking supplies

ACTIVITIES:

1. Class collage: Have students look through magazines and newspapers and cut out headlines and product names that they particularly like. Place a large piece of poster board in the front of the room on which students can glue what they found.
2. Discuss: Why did you choose these titles? What makes a title a good one? Teacher should list various components of a good title, such as:
 - **Rhyming:** For example, *FUN IN THE SUN*
 - **Alliteration:** *BIRTHDAY BASH*
 - **Sensory details:** *CRUNCH AND MUNCH*
 - **Double entendre:** *I "LOVE" TENNIS!*
 - **Word play:** *FALLING INTO FALL*
3. Scrapbooking: Have each student design a scrapbook page that includes a catchy title.

CLOSURE:

Have students share their scrapbook pages with the class and see if the class can guess what technique the writer used in creating his or her title.

LESSON 5: FREEWRTING AS A JOURNALING METHOD

The objective of this lesson is to introduce freewriting as a method for journaling. Freewriting is exactly what it sounds like. The writer writes freely about whatever comes to his or her mind. A helpful resource for freewriting is Peter Elbow's Writing without Teachers (Oxford University Press: March, 1988).

MATERIALS:

Photos; frames; mats; templates; die cuts; basic scrapbooking supplies

ACTIVITIES:

1. Writing: Students each select a photo and write down all the memories and thoughts that come to their minds when they look at the picture.
2. Discussion: How might you use today's freewriting in your scrapbook? Demonstrate various ways to add journaling to page layouts:
 - a) Journal onto die cuts.
 - b) Journal around the edges of a mat.
 - c) "Frame" a photo by writing your journal around all four sides of the picture.
 - d) Add dialogue bubbles above your photos to give them that comic-book look.
 - e) Journal inside of a frame or a border. You can make the frame or border, or buy a rubber stamp designed especially for this purpose.
 - f) Turn your paragraphs into shapes. This can be done on your computer, or by hand using the following method. With a pencil, lightly trace a template shape onto your page. Within the traced shape, draw evenly spaced horizontal lines that stretch to the edges of the shape. Write your journal on the lines, erase all pencil marks, and you will have a wonderful word picture!
3. Scrapbooking: Students begin to design a page utilizing the photo and freewriting they wrote about in today's do now.

CLOSURE

Students share their scrapbook pages with the class and discuss how useful freewriting was to them as a journaling technique.

LESSON 6: CHARACTER SKETCHES AS A FORM OF JOURNALING

The objective of this lesson is to introduce the idea of using character sketches to write about people they care about. As with any type of writing, it is helpful to have students read a sample character sketch before having them write one of their own. When I taught this lesson to my own students, I used an essay entitled “My Papa, Mark Twain” by Susy Clemens, which can be found in Literature—Copper Level, a middle school anthology published by Prentice Hall. What is particularly nice about Prentice Hall’s version of the essay is that it is illustrated with a photo of Susy and her father that served as a springboard to a class discussion about what photos reveal about family relationships.

MATERIALS:

Photos; basic scrapbooking supplies

ACTIVITIES:

1. Prewriting: Students select a photo of a person they care deeply about and make a four-column character chart (see below) containing the following headings: appearance; speech; actions; body language. In each column, students list details about the person.
2. Writing: Students write a paragraph or paragraphs about the person incorporating the details from the character chart.
3. Scrapbooking: Students design a scrapbook page incorporating their photo and their writing.

CLOSURE:

Volunteers share their scrapbook pages with the class.

CHARACTER CHART

Appearance	Speech	Actions	Body Language

LESSON 7: ADVANCED CROPPING TECHNIQUES

The objective of this lesson is to utilize a transparency projector to introduce various methods for cropping. To prepare for this lesson, teacher should photocopy Reproducible 10a (page 92) onto a transparency and Reproducible 10b (page 93) onto cardstock. The cardstock will be used to mask edges of the picture of the transparency.

MATERIALS

Transparency projector; transparency; card stock; Reproducibles 10a and 10b; scrapbooking magazines; basic scrapbooking supplies

ACTIVITIES

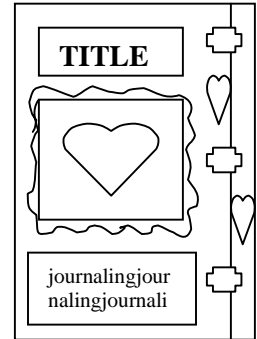
1. Demonstration: Teacher will display a photo transparency in front of the room and model different ways to crop the photo. Discuss with the class how each method of cropping changes the photos, and how cropping can be used to change a photo's appearance and meaning.
 - Trimming: using the cardboard masks to decrease the size of the photo, demonstrate to students how the edges of a photo can be trimmed down so that there is increased focus on the photo's main subject.
 - Templates: place a shape template over the photo transparency to demonstrate how photos can be trimmed into shapes.
 - Silhouettes: Place the paper mask over the transparency so that the photo's subject appears in silhouette.
2. Group work: Each group is responsible for looking through scrapbooking magazines and finding an example of each of the different types of cropping.
3. Individual practice: Students crop the photocopied picture using the method of their choice. They then mount it and write a caption explaining why they cropped the photo the way they did.

CLOSURE

Students will share their cropped photos and captions with the class.

LESSON 8: DESIGNING BORDERS AND FANCY MATS

This lesson is particularly appropriate as part of a social studies or art history curriculum because the resulting pages resemble medieval illuminated manuscripts. The creators of illuminated manuscripts combined pictures, calligraphy and borders to create elaborate documents recording their lives. In many ways, scrapbook pages—with their photos, journaling and embellishments—are a modern version of illuminated manuscripts.



MATERIALS

Photos; decorative edgers; basic scrapbooking supplies

ACTIVITIES

1. Students look through an art history book (or on the Internet) for examples of medieval illuminated manuscripts, noting how the artists used lettering, artwork and borders to decorate their pages.
2. Students select a theme for their pages and choose the best photos they have to illustrate that theme.
3. Each student draws a margin down the right side of the scrapbook page. Then, using paper punches, students punch out a variety of shapes, which they then glue along the margin of their page to create a colorful border.
4. Students select one photo from step 1. Instruct them to make a mat for the photo utilizing a pair of decorative edgers as follows:
 - Select a piece of patterned paper. Measure the photo and, depending on its shape, draw either a rectangle or square that is slightly larger than the photo. Cut out the rectangle or square using the decorative edgers. Position the photo on the mat so that the borders on all four sides are even, and glue it on. Use the glue sparingly—just around the edges.
 - Crop, mat and/or frame the other photos.
 - Finally, don't forget to add journaling. Give the page a title, and label the photos. Or write a little story about what is happening in the photos.

CLOSURE

Students share their pages with the class.

LESSON 9: JOURNALING USING FOUR MODES OF WRITING

The objective of this lesson is to teach students four different ways of “viewing” a photograph. Students will write four types of paragraphs: descriptive; narrative; expository; and persuasive. In addition, they will learn the scrapbooking technique known as “peek-a-boo” or “window” pages.

MATERIALS:

Photocopies of a sample photo from teacher’s collection; peek-a-boo template (Reproducible 11— on page 94); pens; student photos; basic scrapbooking supplies

ACTIVITIES:

1. Hand out copies of the sample photo and have students freewrite a paragraph about what they see. Compare and contrast the types of details contained in each student’s freewriting (ex. sensory details, chronological events, facts, opinions).
2. Discuss: Explain that there are four basic ways to write about a given subject. Define each type of paragraph—

Descriptive: provides sensory and concrete details to paint a picture in the reader’s mind

Narrative: presents a series of events in the order in which they occurred

Expository: teaches the reader facts about a given topic

Persuasive: presents an opinion supported by facts and examples

3. Writing: Students select a photo of their own and write four different paragraphs about the photo using each of the modes of writing. (These paragraphs are drafted on scrap paper at first and will be re-written in final form on their scrapbook pages.)
4. Scrapbooking: Using the peek-a-boo templates and instructions, students create a four-page peek-a-boo layout containing all four types of paragraphs.

CLOSURE

Students take turns reading selected paragraphs to the class, which tries to guess which mode of writing each student used.

ACTIVITIES:

- ## CLOSURE:

Your street address
City, State Zip
Date

Recipient's Name
Street Address
City, State Zip

Dear _____:

WRITE THE BODY OF THE LETTER HERE.

Sincerely,
Sign your name
Print your name

LESSON 11: SCRAPBOOKING GAMES

The objective of this lesson is to have fun while at the same time reinforcing the concepts introduced in earlier lessons. A variety of games are suggested.

MATERIALS:

Scrap! Game board (Reproducible 12—on page 95); game markers (made from paper punches); pen; paper

ACTIVITIES:

1. SCRAP!: This game is similar to the popular game known as “BINGO.” There are several ways to play this game. One is to call out the definition of each term on the game board. Players put a marker on the term that corresponds with each definition. The first player to cover five terms in a row (across, down, or diagonally) wins the game.

Variation: Using a grid like the one in Reproducible 12, write a different scrapbooking technique in each box (ex. use a paper doll, frame a picture). During a crop, give each player a board and have them place a marker on each technique that they use on their page. The first person to complete a row of five techniques wins the game.

2. SCAVENGER HUNT: Split players into teams. Give each team a list of scrapbooking supplies to look for among their belongings. The group that has the most items on the list wins.

Variation: Give each team a list of different types of photos (ex. vacation, wedding) and have players look through their scrapbooks for an example of each photo on the list. The group that has the most items on the list wins.

3. WORD GAME: Give players a scrapbooking-related vocabulary word such as “poly-vinyl-chloride” and see how many new words they can make out of the letters in the given word.

4. SAME SUPPLY: Provide teams with multiple pieces of the same supply (ex. a heart-shaped die-cut, a teddy bear punch, a circle template) and see how many different ways they can use that supply.

LESSON 12: REINFORCING READING SKILLS THRU SCRAPBOOKING

The objective of the activities below is to provide students with a variety of ways to respond to reading through scrapbooking. Scrapbooking allows students to make connections between what they read and what they experience in their own lives. To show students the ties between reading and scrapbooking, I highly recommend that teachers have their classes read United Tates of America by Paula Danziger (Scholastic Press). This charming novel tells the story of Skate Tate, a sixth grader who records the ups and downs of pre-adolescence in her scrapbook. The novel is illustrated with scrapbook art designed to look as if Skate and her fictional friends had created it. The book serves as a great springboard to a class discussion about how scrapbooks serve not just to record life experiences, but to deal with the challenges of growing up.

MATERIALS:

Photos; basic scrapbooking supplies

ACTIVITIES:

Discussion Topics Based on *United Tates of America*

4. In Chapter 4 of *United Tates of America*, Skate Kate (the main character) states that scrapbooking is “much more than just putting photos in an album. It’s telling about life, memories, past and present. It’s using photos, stickers, memory things, and writing.” Have students examine the fictional scrapbook in the back of the novel and make a chart comparing and contrasting the scrapbook with a traditional photo album. Discuss how students can create their own scrapbooks.
5. In sixth grade Skate is faced with a lot of new challenges: establishing a relationship with her new teachers; trying out for the school newspaper; drafting a birdhouse project for industrial arts class; dealing with the death of her beloved uncle. As a class, discuss the ways that scrapbooking helps Skate to successfully confront each of these challenges. Discuss how students can use scrapbooking to deal with their own life challenges. (*continued on next page*)

Grades 4-8

Scrapbooking Projects Inspired by United Tates of America

(These may be used in conjunction with this or any novel.)

Have students select one or more of the projects below:

1. Pretend you are a character in a book you are reading. Make a fictional scrapbook for that character.
2. In groups, act out a scene from a favorite novel. Have someone in the class photograph the scene. Make a scrapbook page using the photos.
3. Create a class yearbook. Have each person in the class design a scrapbook page about themselves to contribute to the book.
4. Start a class scrapbooking club. Plan special events such as crops, swaps and parties.
5. Keep a journal. Select excerpts from the journal to share with others in your scrapbook.
6. Design a scrapbook page in the form of a board game that tests others' knowledge of a topic being studied in class.

CLOSURE:

Volunteers share their scrapbook pages with the class.

*A **personal note:** Author Paula Danziger passed away in July, 2004. Prior to becoming a writer, Danziger was a school teacher. But even after switching careers, Danziger dedicated herself to educating young people. She often visited schools to talk to children about the art of writing—and in more recent years—the craft of scrapbooking as well. She was an enthusiastic supporter of the **Readin', Writin' & Scrappin'** curriculum.*

"Life is filled with many journeys, not only geographic but emotional," Danziger said in an interview just one year before she died. "It's all just a journey we take, and the scrapbook chronicles that journey." The full interview-- which originally appeared in Memory Makers magazine—can also be read at the link below:

<http://www.scrapbookersparadise.com/newsletter/r030310.html>

Danziger is sorely missed by educators, parents, children and her fellow scrapbookers. An educational fund—named for Amber Brown, one of Paula's best-loved book characters—has been created in Danziger's memory. Memorial donations can be made to: The Amber Brown Fund, SCBWI Museum of Children's Books, 8271 Beverly Boulevard, Los Angeles, CA 90048. The fund is used to bring visiting authors and artists to schools and libraries.

Planning a Scrapbooking Unit: HIGH SCHOOL

High School

PLANNING A SCRAPBOOKING UNIT FOR HIGH SCHOOL

Those who teach high school are often bound by rigorous curriculums. In the effort to meet testing standards or district requirements, “creative” pursuits such as scrapbooking often get pushed to the wayside. But the reality is that scrapbooking is not just a casual pursuit; it is a powerful learning tool.

That old adage—“a picture is worth a thousand words”—is particularly true in a high school or adult education writing class. Having students write about photos provides an instant answer to the reluctant writer who says, “I don’t know what to write about.” In particular, when students write about their own photos it gives them a point of reference with which they are very familiar—their own lives. Once they are comfortable reflecting on their own experiences, they can then launch off into other writing directions.

Scrapbooking is used with young children to teach basic motor skills such as cutting, pasting and penmanship. As children get older, teachers use scrapbooking to focus more on developing academic skills. By the time students are in high school, scrapbooking can be used to refine skills in writing, research and critical thinking. Just follow the steps below.

Identify Your Teaching Objectives

It is important to give your scrapbooking unit a focus by first thinking about what your teaching objectives are. If your goal is to improve writing skills, then you may want to plan a scrapbooking curriculum that focuses mostly on using a variety of journaling techniques. If your goal is to complement a unit already in your curriculum, then you may want to use scrapbooks as a type of learning log in which students can write about and illustrate what they are learning in that particular unit. Depending on your teaching objectives, you may teach scrapbooking as a free-standing unit or in conjunction with other class subjects.

Select A Theme

Once you have decided upon your teaching objectives, select an overall theme for your class scrapbooks. You may decide on a general theme such as “My Photo Journal” or “My Literature Log.” Or, if your goal is to complement a unit already in your curriculum, then you may want to

High School

create scrapbooks that have a more specific theme, such as “My Autobiography” or “My Family Tree.”

Teach Basic Scrapbooking Skills

With the growing popularity of scrapbooking as a hobby, many teens and adults are already familiar with the concept of combining writing with photography. Some students have never heard of scrapbooking, though, so it is important to introduce basic techniques to them.

If you have extra time built into your curriculum, you might want to teach an introductory scrapbooking workshop in which you introduce basic techniques such as cropping, matting and framing. (Lesson 1 in this book will show you how to do this.) However, if you do not have a lot of extra time built into your school year to stray from your required curriculum, simply bring in sample scrapbooks for students to look at. I find it is also helpful to stock my classroom bookshelves with copies of scrapbooking magazines and idea books for students to refer to.

In my experience, most students are naturally creative and generally delve right into creating scrapbooks without much prompting. Whether or not they have ever seen a scrapbook, today’s Internet generation is very media savvy and quite familiar with the concept of combining photos with text on a page. This is a plus to you—the teacher—as you are not teaching scrapbooking for the sake of scrapbooking but with the goal of inspiring students to write and reflect upon what they have learned in your class.

Assign the Project

Once you have determined the skills and concepts that you want students to master, it is important to communicate these expectations to your class. No matter what the theme of the project will be, provide students with a requirement sheet informing them of the types of writing and scrapbooking techniques that you expect to see in their projects.

Provide Students With Organizational Tools

Scrapbooking is very exciting, but it can also be very overwhelming for students as they grapple with decisions about what photos they will need, what they will write about, and the sequence of pages in their books.

High School

On page 85 (Reproducible 5) is a sunburst chart—a type of graphic organizer that will help students to organize their ideas. Have students create a chart like this to brainstorm possible topics relating to the overall theme of their scrapbooks. The main theme is written in the center of the sunburst, and potential journaling topics are written inside each of the rays. Each topic on the sunburst chart can then be used as individual themes for pages within their scrapbooks. (Alternatively, you may want to use this chart to brainstorm your own list of topics that you want students to write about. You can then provide students with a list of specific assignments that they must include in their scrapbooks.)

Once the class has completed their sunburst charts, give each student a “Scrapbook Planner.” (See Reproducibles 8a-8c on pages 88-90.) This booklet—which can be reproduced on a photocopy machine and stapled together—contains charts for planning out each potential scrapbook page, as well as a photo log. It helps students to plan out the overall sequence of their scrapbooks. For each page in the scrapbook, students brainstorm a theme, a list of photos they would like to include and a description of the type of information they plan to provide in their journaling. As students begin to bring in necessary photos, they organize them by writing a number on the back of each one and recording a description of each photo next to the corresponding number in the log.

High School

LESSON 1: INTRODUCTION TO SCRAPBOOKING

A scrapbook is a collection of writing, photos, artwork, memorabilia, and other items that have special meaning for the creator. Follow the steps below to make a basic scrapbook page. Later on you can experiment with other creative scrapbooking techniques.

ACTIVITIES:

Step by step, do the following:

1. Go through your photos and select a photo that is special to you.
2. On a piece of scrap paper, write down whatever thoughts come to your mind when you look at this photo. For example, you might tell a story about what is happening in the pictures, or describe the people shown. This step is known as journaling.
3. Decide how you would like to display your photo on your page. There are various options:
 - Crop the photo: Highlight the photo's subject by trimming away any distracting details. You may use a ruler and pen to draw straight lines along which to cut. Or if you prefer, cut the photo into a fun shape using a template. Another option is to silhouette the person or object you want to feature in your scrapbook; simply cut along the outline of the photo's subject and discard the background.
 - Mat the photo: mount it on a piece of colored paper just slightly larger than the photo itself.
 - Frame the photo: Make a picture frame out of colored paper and frame the photo, making sure that it's most important elements show through the hole in the center of the frame.
4. Adhere the photo to the actual scrapbook page, leaving space for journaling, a title and page decorations. Rewrite the story you drafted earlier, give the page a catchy title and embellish the page with decorations such as stickers, die cuts or hand-drawn illustrations.



Figure 1: This sample scrapbook page contains a title, journaling, photo and decorative heart border.

LESSON 2: SCRAPBOOKS AS JOURNALS

Have you ever kept a journal? A journal is a book in which you record your inner feelings, thoughts and reactions to the world around you. Although many journals just contain writing, they may also be filled with photos and artwork—thus becoming a special type of scrapbook known as a photo journal. A photo journal provides a safe place in which to experiment with all different types of creative expression. It also provides a place in which to gather and store ideas that can be expanded on in subsequent writing assignments. Below are some useful journal-writing techniques.

ACTIVITIES:

1. **Freewrite about a photo.** Write down whatever comes to your mind, without stopping to edit yourself or to think about what to write next. Simply let the words flow, even if you seem to wander off the topic.
2. **Create a mind map.** Paste your photo in the center of your page and label it. Then begin to free-associate about the photo. As each idea comes to your mind, draw a line radiating out from the photo and jot down a word or phrase that reflects what you are thinking. Then reflect on each of these words or phrases and draw lines radiating out of them as well.
3. **Interview yourself by using the 5W's.** Look at the photo and answer the following: Who is shown? What happened? When did it take place? Where did it happen? Why did it happen? How did it occur?
4. **Make a list.** Challenge yourself to write down 50 words that come to mind when you look at your photo.

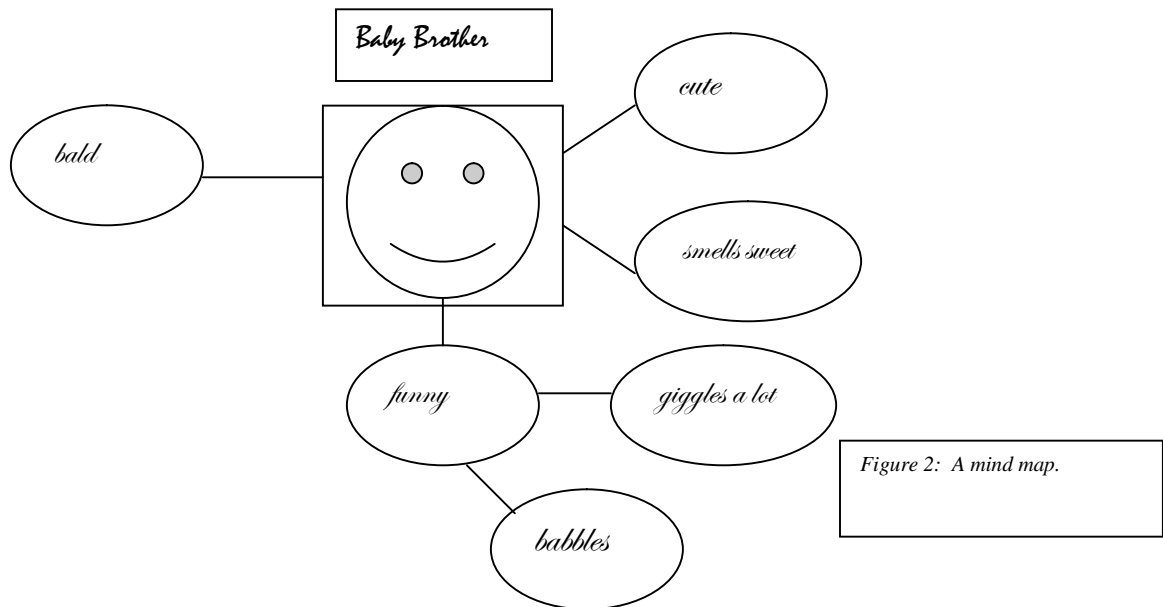


Figure 2: A mind map.

High School

LESSON 3: JOURNALING AND THE WRITING PROCESS

Writing in a scrapbook is referred to as “journaling.” Journal-writing is one type of journaling, but there are more structured methods of journaling as well. Depending on what type of journaling students are working on, the teacher may require use of one or more of the steps below. These steps are known as the writing process. Following these steps helps ensure that students’ scrapbook pages express their thoughts and feelings as clearly as possible so that their true selves shine through. The completed scrapbooks serve as writing portfolios in which students showcase their finest work.

ACTIVITIES:

1. Prewriting: Find a topic to write about. Look through your photos and see how many ideas you can think of. Freewrite about these ideas or make a list of all the details that come to mind. Create a preliminary sketch of your scrapbook page. Talk about the photos with others or simply reflect on them in your mind.

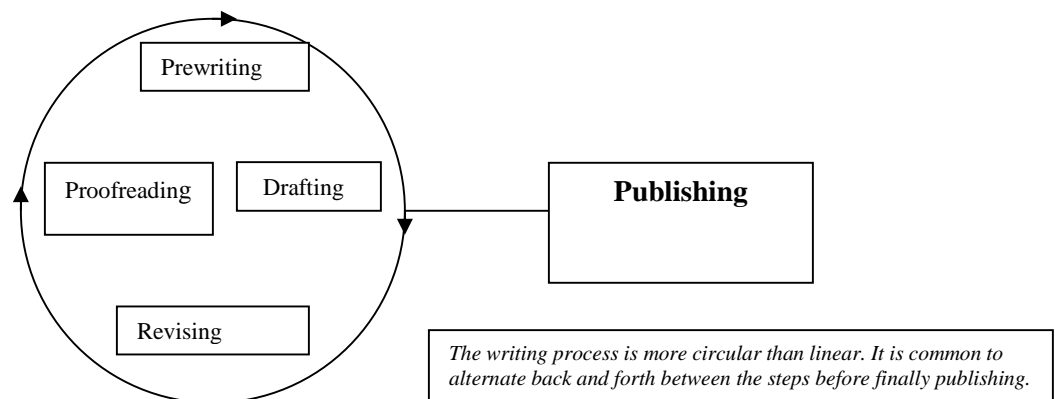
2. Drafting: Organize your thoughts in written form. Get your ideas down as fully as possible without worrying too much about spelling, grammar and mechanics.

3. Revising: Read what you have written to see whether the ideas are clearly expressed. You may want to have a classmate read it over as well. Ask yourself (or your classmate) the following questions:

- What strengths does this piece of writing have?
- What can be improved?
- Should any information still be added?
- Can any information be deleted?
- Are any ideas unclear? Can they be better explained or changed around in some way?

4. Proofreading: Once you are satisfied that your ideas are clearly expressed, scan your draft for errors in grammar, usage, mechanics and spelling. Again, you might find it helpful to have a classmate proofread your work for you.

5. Publishing: Compile the final version of your scrapbook page. Coordinate your writing and photos, add a title, and embellish the page. Finally, display your completed page so others can enjoy what you have created!



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LESSON 4: JOURNALING AND THE FOUR MODES OF WRITING

Writing in a scrapbook serves a variety of different functions: descriptive; narrative; expository; persuasive. These functions are known as the four modes of writing. The exercises on this page will give you practice in utilizing these four modes. Each mode may be used by itself or combined with other modes to tell the complete story about the selected photos.

DESCRIPTIVE WRITING ACTIVITIES:

The purpose of descriptive writing is to paint a word picture in the reader's mind. Descriptive writing incorporates use of the five senses: seeing; hearing; touch; taste; and smell. It may also incorporate emotional reactions toward the selected topic.

- ❖ Describe a favorite room in your house. How do you feel when you are in this special place? What objects and colors do you see? What sounds do you hear? What is the texture of the walls, the fabrics, the furniture?
- ❖ Describe a person you will never forget. What did the person look like? How did he or she dress? What did his or voice sound like?

NARRATIVE WRITING ACTIVITIES:

Narrative writing tells a story, usually in chronological fashion. A narrative explains step by step all the action that took place from start to finish in the story.

- ❖ Select a photo (or photos) depicting a special day in your life (ex. winning an award; arriving in a new country) and walk the reader through all the events in the day.

EXPOSITORY WRITING ACTIVITIES:

The purpose of expository writing is to teach the reader something new.

- ❖ Create a how-to page teaching how to do something (ex. how to cook a meal or play a sport).
- ❖ Teach the reader facts about a topic he/she may not know much about (ex. your family's cultural heritage).

PERSUASIVE WRITING ACTIVITIES:

Persuasive writing presents your opinion about a topic and gives reasons to back it up.

- ❖ Which of your teachers is your favorite? Why?
- ❖ What is your favorite food? Why?
- ❖ What is the best (or worst) way to meet new people? Why do you feel this way?

High School

LESSON 5: FAMOUS SCRAPBOOK AUTHORS

If you are keeping a scrapbook or journal to help improve your writing skills, you are in good company. Many famous writers—Mark Twain, Thomas Jefferson, Virginia Woolf, Rudyard Kipling; Charles Dickens—made scrapbooks. Creating a scrapbook provides practice in a variety of different modes of writing. A scrapbook is also a valuable storehouse of ideas that can be used for inspiration when working on other writing projects, for example, essays, stories and reports. In the activities below, you will explore the influence that scrapbooking has had on famous writers.

ACTIVITIES:

1. Web Quest:

Learn all about Mark Twain's experiences with scrapbooking by exploring the Public Broadcasting Station's website at www.pbs.org/marktwain/scrapbook

Answer the following questions based on the website:

- ❖ Why did Mark Twain keep a scrapbook?
- ❖ What new scrapbooking invention did Mark Twain create?
- ❖ Select one of the artifacts from the scrapbook and analyze how it might have inspired Twain to write some of his books.

2. Research Paper:

After reading a work of literature by one of the authors mentioned above, go to the library to find copies of his or her scrapbooks/journals.

Read through these documents carefully, looking for evidence of how journaling and/or keeping a scrapbook helped the author to grow as a writer. For example, look for anecdotes and people mentioned that the author later incorporated into his or her works of literature. Pay close attention to passages in which the author discusses his or her reasons for creating a scrapbook or journal.

Incorporate this information into a research paper analyzing the influences of scrapbooking and journaling on the author's works.

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LESSON 6: READING RESPONSE SCRAPBOOKS

Scrapbooking not only improves writing skills, but it can make you a more effective reader as well. Scrapbooking is a great way to make connections between what one reads and what one experiences in real life. Interestingly, some contemporary authors have blurred the edges between fiction and real life by writing books in which scrapbooking plays a key role in the characters' lives as well.

ACTIVITIES BASED ON SCRAPBOOK THEMED NOVELS:

1. Read *The Divine Secrets of the Ya-Ya Sisterhood* by Rebecca Wells. Discuss how the main character's scrapbook becomes an essential part of the novel's plot. Design a scrapbook that re-creates the incidents mentioned in the novel.
2. Read *Keepsake Crimes* by Laura Childs. Discuss the effect of the book's setting (a scrapbook shop) on the characters and plot. How does being a scrapbooker influence the main character's actions? Re-create the scrapbook that holds the key to this murder mystery.

GENERAL READING RESPONSE ACTIVITIES:

Design a fictional scrapbook for one of the characters in a piece of literature you have read. Create letters, photos, postcards and memorabilia that reflect your character's personality and experiences.

With other classmates, act out a scene from a novel, short story or play. Have another student photograph the dramatization. Create a scrapbook page with the photographs.

The ancient Greeks used masks to reveal the personality and social status of characters in their plays. This was done through use of exaggerated facial features and through use of color. For example, gold represented royalty, and white represented old age. Using card stock or a mask die cut, design a mask for a character from a Greek play. Incorporate this mask into a scrapbook page about the character.

Make an altered book out of your favorite novel. Purchase an inexpensive copy of the book and use its pages as a scrapbook in which you create collages and journal entries relating to themes in the book.

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LESSON 7: CREATIVE WRITING SCRAPBOOK

Creative writing and artwork go hand-in-hand, so it makes a lot of sense to combine them in a scrapbook-style portfolio. Oftentimes a photo can be the inspiration for a poem or a story. Conversely, a particular writing assignment might give you an idea for that perfect photo, illustration or piece of memorabilia.

ACTIVITIES:

1. Change your point of view! Select a photo and describe what it depicts—not through your eyes, but from the vantage point of someone else who is in the picture.
2. Write a poem containing a particular pattern (ex. assimilation, repetition, rhyme) and photograph a pattern to match.
3. Photograph a sign that would make a good title for a story or poem (ex. “Children at Play” or “Stop”). Write the story or poem it inspires.
4. Create a portrait of someone in both photographic and written form.
5. Find a quote that has special meaning to you and illustrate it with photos.
6. Photograph two people talking to each other. Write an imaginary dialogue for them.
7. Write your own definition for an abstract idea (ex. love, hope) and illustrate it with photos.
8. Create a “found poem” by cutting out random words from magazines and newspapers and combining them to create a new piece of writing.
9. Change an ordinary life event into fantasy. Select a photo and begin by providing a realistic introduction. Then use your imagination to give the story a twist. (Ex. Just as Timmy was about to blow out the candles... a genie appeared out of the cake!)
10. Create a comic book out of photos. Select photos that are sequential, and paste them down in comic-strip fashion. Narrate the story underneath the photos, and add dialogue bubbles above the characters’ heads.

LESSON 8: NEWSPAPER SCRAPBOOKS

Reading the newspaper helps students to make connections between classroom learning and the “real world.” Newspapers and scrapbooks are natural partners because each reinforces skills taught by the other. Studying newspapers exposes one to different types of writing, photography and graphic design—all necessary skills in making scrapbooks. And scrapbooking provides students with an outlet in which they can respond to the topics they read about in newspapers.

Of special consideration in newspaper scrapbooking is the fact that newspapers have a high acid content. Acid can cause newspaper clippings—and the scrapbooks in which they are mounted—to deteriorate over time. To slow down this deterioration, you can remove acid from newspaper clippings by soaking them in distilled water or spraying them with deacidification spray. Or photocopy the clippings onto acid-free, lignin-free paper using a copy machine that has powdered toner.

ACTIVITIES:

1. Commemorate an historic event that has had a personal impact on your life by tearing out words, articles and pictures that express your own feelings about that event. Make a collage with these items. Make sure to journal about the event and add a title.
2. Is it an election year in your town, city, state or country? Select a candidate to research and create a scrapbook page about him or her. Look through the newspaper and cut out articles that provide information about that particular candidate. Create a paper doll representing the candidate and mount in the center of the page. Scatter information and photos about the candidate around the paper doll, leaving space for a title and journaling. In the space reserved for journaling, write a paragraph explaining whether or not you would vote for this candidate. Share your pages with the class, after which a mock election can be held in which students vote for their favorite candidates.
3. Explore careers. Read through the employment ads and cut out ones that fit each of the following categories: my favorite job; the most boring job; the strangest job; the funniest job; the most dangerous job. Mount the ads and label them on a scrapbook page. Next to each ad, write an explanation of why it was selected for its respective category.
4. Track the weather in your region for a period of one month. Mount a calendar for the month on a scrapbook page. Each day, check the weather report in the newspaper and record the high and low temperatures and the day’s overall weather in the corresponding box on the calendar. Use weather-themed stickers or die-cuts to represent the different types of weather (ex. sun, clouds, etc.). At the end of the month, calculate the average high and low temperatures and journal a summary of the overall weather patterns.

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LESSON 9: LITERARY RESEARCH SCRAPBOOK

Reading literature brings together readers of different cultural and national backgrounds. No matter where one lives, there are certain universal experiences that everyone goes through. One can always learn important life lessons from literature.

Most authors and artists choose to study the human experience by portraying certain key topics and themes that always and will always continue to deeply affect life. Some of these key themes are: love; hate; war; peace; birth; death; marriage; separation (due to death or war); unrequited love; family; dreams; friendship; growing old; passage of time; youth and its pleasures; the wonders of discovery; prejudice and beauty.

Your assignment is to research one of the above themes (or a theme of your own) and create a scrapbook that illustrates what you have learned.

Your scrapbook should contain at least the following elements:

1. In a well-written, grammatically correct essay, show how one of the plays or novels we read this term deals with the theme you have selected. What lesson does the piece teach about your theme? Your essay should contain a strong thesis statement, which should be backed up with examples from the piece AND information about the piece from a library or Internet source. (Be sure to list any sources in your Works Cited).
2. Find a poem that deals with your theme. Copy it down carefully, using the exact punctuation used by the poet. Naturally, list the name of the poet and the date the poem was created. Briefly discuss how the poet views the theme, his feelings, any special ideas or insights he adds to the topic and any special literary devices he uses. (Be sure to list the poem's source in your Works Cited.)
3. Choose a work of art that deals with your theme. Include a copy of the work of art in your scrapbook, making sure to list its source in your Works Cited page. Provide a brief biography of the artist and explain how the artist treats the given theme.
4. Choose a great thinker (ex. a philosopher, national leader, religious figure, scientist) who expressed ideas about your theme. Find an inspirational quote from this person dealing with your theme and write it down. Provide a brief description of the person and tell why you found this quote to be inspirational. Explain what lessons can be learned about your theme from what this person said. (Be sure to list any sources in your Works Cited page.)
5. Write a brief introduction to your scrapbook in which you reveal why you chose the theme and what readers can expect to learn about the theme by reading your scrapbook. (You might want to wait until you have written the other parts before writing your introduction. This way you can better evaluate the information within.)
6. Design a cover for your scrapbook. On the cover, include a title and a self-created collage, painting, drawing or photograph that illustrates your theme. (Computer-designed graphics are acceptable as well.)
7. In the back of your scrapbook, include a Works Cited page listing all primary and secondary sources of information.

Other than the work of art described in part 3, inside illustrations are not required. However, the teacher may decide to give extra credit to students who put extra effort into designing their scrapbooks.

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LESSON 10: PHOTOJOURNALISM

Photojournalists tell a story or teach an important lesson through the use of pictures. They collect information about a particular topic—not through secondary sources in the library or on the Internet—but by experiencing the subject directly and photographing it to share with others. In this assignment, you will examine examples of professional photojournalism and then develop a photojournalism project of your own.

ACTIVITIES:

1. Look at a professional photo essay in a magazine such as National Geographic or on the Internet. Two excellent examples of photojournalism are:

Afghanistan: A Photographer's Essay

http://www.boston.com/photo_essays/afghanistan_wiggs/html/intro.htm

Forest Fighter Journal

<http://www.rovers.net/~kenandeb/fire/hotshot.html>

Answer the following questions as you look at the professional examples: What story or message does the photojournalist express through the photo essay? What criteria do you think the photojournalist used to select photos for the essay? How did the photojournalist organize the essay (ex. chronologically, by theme, etc.)?

2. Select a theme for your own photojournalism project. You might simply tell a story or teach an important lesson. Follow these steps to complete your project:

- ❖ Photograph and develop a roll of film on your topic.
- ❖ Decide how you want to organize your photos and mount them in your scrapbook.
- ❖ Add captions, titles and embellishments.
- ❖ Share your photo essay with others!


Planning a Scrapbooking Unit: HOMESCHOOL

PLANNING A SCRAPBOOKING UNIT FOR HOMESCHOOL

Homeschoolers have long known the educational benefits of having children make homemade books. Even before scrapbooking became popular, homeschool instructors were using a technique called “notebooking” to preserve the valuable knowledge that homeschooled students gain. When notebooking, students create their own books about their particular topic of study.

Because modern scrapbooking incorporates so many of the basic concepts of traditional notebooking, it is the perfect means of giving traditional notebooks a contemporary twist. Many homeschool instructors already use scrapbooking as an educational technique with their kids. For other instructors, scrapbooking is a new concept, but they and their students can easily make the transition from being notebookers to becoming scrapbookers.

Scrapbooking is a wonderful activity for kids because it enhances their artistic, writing and reading skills and builds their sense of self-esteem. When scrapbooking is done as a family, it further fosters a sense of togetherness and also enhances communication between family members.

This homeschool curriculum guide is designed to supplement the teaching materials presented earlier in this e-book. It is suggested that you first familiarize yourself with the teaching methods that are most effective with the age group that you are teaching. You can then supplement those materials with the family-oriented activities contained in this section. These activities can be done by the family as a whole, or by an individual child with adult supervision as needed. Depending on the activity, you may decide to work on the project with your child or to simply guide him or her through the steps. For this reason, the activities are written in easy-to-follow language so that kids can follow them on their own. Variations for each project are included as well and are indicated by this symbol: 







ACTIVITY #1: DESIGNING YOUR BINDER

You CAN judge a book by its cover! Here are some inexpensive yet creative ways to make a personalized scrapbook binder. Fill the binder with page protectors, and you are ready to store and display your completed scrapbook pages!

MATERIALS:

Basic scrapbooking supplies; looseleaf binder; stickers; glitter glue, paint pens, yarn; fabric

INSTRUCTIONS:

1. Start with a plain looseleaf binder.
2. Personalize the cover, using one of the following techniques:
 -  Create your own title using alphabet stickers, glitter glue or paint pens.
 -  Make a fiber design with yarn and glue.
 -  Paint or color a design.
 -  Laminate a photo of yourself to the cover using adhesive laminate.
 -  Glue fabric to the cover.
 -  Use the cover as a sticker album to display and hold stickers until you are ready to use them to decorate your scrapbook pages.




ACTIVITY #2: DESIGNING A BASIC PAGE

Your scrapbook is a special book in which you can freely express yourself. Here are basic instructions for making a scrapbook page, along with some creative variations. Don't be afraid to experiment with your own ideas too!

MATERIALS:

Basic scrapbooking supplies; shape template (Reproducible 2 on page 82)

INSTRUCTIONS:

1. Select a theme for your page. (This is the topic that you want your page to be about.)
2. Choose photos that illustrate that theme.
3. Arrange the photos so that they look nice on your page and paste them down.
 -  Cut your photos into fun shapes before pasting them down. You can cut the photos freehand or with the help of a shape template. (Cutting your photos is also called "cropping.")
 -  Is there a person or object that you don't want in your photo? Trim the photo so that the unwanted elements are taken out. (Use a ruler and pencil to draw a straight line before cutting.)
 -  Add color to your page by matting or framing your photos. To mat a photo, mount it on a small piece of colored paper before affixing it to the page. Or frame it by making a picture frame out of colored paper and gluing it over your photo on the page.
4. Write about the pictures. Add captions, a descriptive paragraph, a poem... whatever comes to your mind. And don't forget to give your page a title! (Writing in a scrapbook is also called "journaling").
5. Decorate your page with stickers, die cuts or other embellishments.
6. Carefully place your completed page in a page protector and put it in your binder.

ACTIVITY #3: ABOUT THE AUTHOR PAGE

Many bestseller books contain a page telling all about the person who wrote them. Make an “About the Author” page for your scrapbook so readers can learn all about you.

MATERIALS:

Basic scrapbooking supplies; scrap paper; stickers; die cuts; copy of a book with an author page to use as a model for your own page (optional)

INSTRUCTIONS:

1. Write the title “About the Author” across the top of the page.
2. Select a photo of yourself and mount it to your page. (Remember that you can crop, mat or frame it!)
3. On a piece of scrap paper, write a short autobiography about yourself. When were you born? Where do you live? How many people are in your family? What are your favorite hobbies? Add any other information that you want to share about yourself.



Instead of writing in prose form (sentences and paragraphs) try writing a poem about yourself instead. Write the letters of your name in a line down the side of the page, and fill in words and phrases describing you which begin with each letter of your name. Here's an example:

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4. Write a final copy of your autobiography on your scrapbook page.
5. Decorate the page with stickers and die cuts that represent who you are.
6. Carefully place your completed page in a page protector and put it in your binder.




ACTIVITY #4: ABC BOOK

The ABC's are not just for little children. Big kids and adults can have fun with them too by making this ABC scrapbook.

MATERIALS:

Alphabet stickers, stencil or die cuts; computer with word processing software; Reproducible 4 on page 84.

INSTRUCTIONS:

1. Select a theme for your book. (Some ideas are given at the bottom of this page.)
2. Put one letter of the alphabet on each page.
 -  Do you know how to do calligraphy or fancy lettering? Use your skills to make the letters of the alphabet.
 -  Instead of writing the letters, use alphabet die cuts, letter stencils or letter stickers.
 -  Use your computer to make letters. Select a fun font and print out or paste one letter per page. (Or use the computer font printed out on Reproducible 4.)
3. For each letter of the alphabet, find a photo that illustrates a word beginning with that letter. Mount the photos on their corresponding pages.
4. Label the photos and journal about them.
5. Carefully place your completed page in a page protector and put it in your binder.

Suggested themes:

- *Trip to the Zoo (ex. aardvark; bison; cougar; etc.)*
- *School Days (ex. alphabet; blackboard; chalk; etc.)*
- *Favorite Foods (ex. apples; bananas; cookies)*
- *Hobbies (ex. acting; baseball; collecting stamps)*

ACTIVITY #5: FAMILY NEWSPAPER

Newspaper reporters photograph and write about important events. The next time your family participates in a special occasion—a birthday or vacation, for example—bring your camera and a notebook along and document what happens at the event. Use the resulting photos and notes to make a newspaper article for your scrapbook.

MATERIALS:

Basic scrapbooking supplies

INSTRUCTIONS:

1. Write a headline about the event at the top of the page. Try to use action words and eliminate less important words such as “the” and “a.” (Ex. Smith Family Tackles Mount Rushmore)
2. Using a ruler and pencil, divide the page into two columns.
3. Select one or two photos to illustrate your article. Crop them to fit within the columns, saving space for writing captions and your news story.
4. Use the notes you took at the event to write a news article. Try to answer the “5 W’s” used by professional journalists: Who attended the event? What was the event? When did the event occur? Where did the event occur? How did people who attended the event feel about it?
5. Write captions under the photos.
6. Make color photocopies of your newspaper article and distribute it to family members so everyone can enjoy!
7. Carefully place your completed page in a page protector and put it in your binder.



Add variety to your family newspaper by writing other types of stories as well. How about an interview with an interesting family member? Or a review of a favorite movie or show? Look through your local newspaper for other ideas as well.

ACTIVITY #6: MY FRIENDS AND ME

Celebrate your special friendships. Create a scrapbook page about the friends who play a big role in your life.

MATERIALS:

Basic scrapbooking supplies; Reproducible 3 on page 83

INSTRUCTIONS:

1. Select a nice photo of you and your friends. Mount it in the center of your page.
2. Make photocopies of the paper doll reproducible. Cut out the dolls and decorate them to look like yourself and each of your friends. Color in the dolls and make paper clothing for them.
3. Arrange the dolls along the bottom of your page so that it looks like they are interacting with each other. For example, have them hold hands or position them as if they are playing on a baseball field.
4. Journal about your friends. Why do you get along so well? What do you like to do with each other?
5. Add a page title and decorations.
6. Carefully place your completed page in a page protector and put it in your binder.



Do you have friends whom you have known for many years? Make a "then and now" page showing how you have changed through the years.



Start a scrapbooking club with your friends. Put together a club scrapbook by having the members contribute pages about themselves.



Do you have a friend who lives far away? Create a pen-pal scrapbook. Write a letter to your friend and include a photo of yourself on the page. Place it in a lightweight folder or binder and mail it to your friend, who will then reply with a scrapbook page of his or her own.

ACTIVITY #7: COMIC STRIP PAGE

Comic strips are fun to read –and fun to make as well! Why not create your own comic strip featuring you and your family as the main characters?

MATERIALS:

Basic scrapbooking supplies

INSTRUCTIONS:

1. Gather several photos from a single event. The photos should show what occurred during the beginning, middle and end of the event.
2. With a ruler and pen, divide a piece of card stock into equally sized rows of boxes, one for each photo. (You may need to trim your photos so they can fit in the boxes.)
3. Place photos in the boxes so that they are in the order in which they occurred.
4. Write a caption under each photo explaining what is happening.
5. From a separate piece of paper, cut out dialogue bubbles for each person shown in the photos. Glue a bubble above each person's head and write in what each was saying. (You can get creative and make up a dialogue as well!)
6. Add a title to your page.
7. Carefully place your completed page in a page protector and put it in your binder.



Create a fictional comic strip. Gather together photos from different events and see if you can make up a storyline that incorporates these unrelated photos.



Give your page a colorful comic strip feel by using black-and-white photos or photocopies that you color in yourself.

ACTIVITY #8: KEEPING A PHOTO JOURNAL

Some people enjoy expressing themselves through artwork, some love to write, and others like to combine the two. In fact, some people like to use their scrapbooks as photo journals where they can record their inner thoughts, feelings, thoughts and observations. In a photo journal, the emphasis is more on you and your personality than on external events. Here are some ideas for combining art with writing to create a scrapbook that is uniquely you!

MATERIALS:

Basic scrapbooking supplies

INSTRUCTIONS:

1. Select a favorite photo. Look at it carefully, and write down all the memories and thoughts that come to your mind. Combine the photo and written ideas on a scrapbook page and decorate as you wish.
2. Try the reverse technique. Find a quiet place to sit, and simply clear your mind by writing down what you are feeling or thinking about at the time. Then find photos, stickers and embellishments to illustrate the emotions and topics that you wrote about.
3. Carefully place your completed page in a page protector and put it in your binder.



Journal onto die cuts or a frame or onto a border.



Journal around the edges of a mat or around all four sides of a photo.



Turn your paragraphs into shapes. With a pencil, lightly trace a template shape onto your page. Within the traced shape, draw evenly spaced horizontal lines that stretch to the edges of the shape. Journal on the lines, erase all pencil marks, and you will have a wonderful word picture!

Activity #9: CALENDAR SCRAPBOOK

Calendars have a multitude of uses. They can be used to keep track of the days, weeks, months and seasons-- and can also be used to create monthly journals. Designing your own calendar will help you to record the special times that you and your family spend together.

MATERIALS:

Basic scrapbooking supplies; Reproducible 13 (page 96); seasonal stickers/die cuts

INSTRUCTIONS:

1. Select 12 photos—one for each month of the year.
2. Make 12 photocopies of the calendar reproducible.
3. Spell out the names of each month on the top of the calendar templates. Then write in the days of the week along the top of the grid and the numbers corresponding to each day of that particular month in the boxes themselves.
4. Mount a corresponding photo at the top of each month's page.
5. As the months pass, write in special events and use die cuts/stickers to commemorate special days such as the first day of school, Thanksgiving, etc.
6. Carefully place your completed page in a page protector and put it in your binder.

ACTIVITY #10: FAMILY TREE

Do you know much about your family history? Use scrapbooking supplies to grow a family tree!

MATERIALS:

Basic scrapbooking supplies; paper punches (circle, square, triangle, star)

INSTRUCTIONS:

1. Punch out one star and several circles, squares and triangles.
2. Draw a large tree on a piece of cardstock.
3. If you are a girl, glue a circle in the base of the tree trunk. If you are a boy, glue a triangle in the base of the tree trunk. Glue a star over the shape to show it represents your self. Write your name under the glued shape.
4. Working your way up, draw branches representing your parent(s). Place a circle and/or triangle to represent the gender of each person and write in his or her name.
5. From your parents, draw branches representing their parents. Again, add circles and/or triangles as appropriate and write in their names.
6. Fill in as many names as possible on the family tree. See how many generations back you can go. If you get stuck, ask other people in your family if they know the names of the missing relatives.



Why not expand this project to create an entire family tree album? Include photos of family members, interviews with elders and memorabilia from special occasions.

SCRAPBOOKING IN THE 21ST CENTURY CLASSROOM

As more educators discover the benefits of scrapbooking with students, this powerful teaching tool is being integrated with new technologies and applied in a myriad of educational settings beyond the traditional classroom. This chapter examines some of the most recent innovations in the field of educational scrapbooking.

Computer Scrapbooking

Computers used to be a rarity in the classroom, but the fact that you are reading this curriculum guide in e-book or CD-ROM format is proof positive of how technologically advanced teachers have become! Whether you are lucky enough to have a computer in your own classroom or you share a computer with others in the teacher's lounge or school library, you easily create computer-generated elements that can be incorporated into student scrapbooks. No special equipment is needed—just your computer, a printer and the basic word-processing software that is already built in. (In fact, all the reproducibles in this curriculum guide were created using the Microsoft Word package that came built into my computer.)

Computers can be used to create individual page elements such as stickers or journaling blocks that are then cut out by hand and glued onto a traditional scrapbook page or to design an entire scrapbook page—in which all elements of the page are created and laid out on the computer screen and then either printed out or electronically saved on a floppy disk or CD-ROM.

The most sophisticated computerized scrapbooks even contain sound, video clips and interactive elements such as pop-ups and comment boxes. (While multi-media scrapbooks are beyond the scope of this curriculum guide, for more information I recommend visiting www.escrapbooking.com – a website for teachers created by Annette Lamb, PhD, Professor at the School of Library and Information Science at Indiana University.)

For those whose classes are creating paper-based scrapbooks in their classrooms, below are some ideas for using a classroom computer to create classroom scrapbooking supplies. While the instructions refer to Microsoft Word, equivalent functions can be performed using other software packages as well.

Die Cuts/Stickers: In Microsoft Word, click on Insert/Clip Art and browse the library to find images that fit your needs. Print out clip art onto card stock (to create die-cuts) or onto sticker paper (to create stickers) and cut them out. If you have a Xyron machine in your classroom, you can make stickers by printing out the clip art onto regular computer paper and running them through the Xyron machine.

Stencils: Students can trace their own shapes with the help of teacher-created stencils. In Microsoft Word, choose Insert/Picture/AutoShapes and select your shapes. (See Reproducible 2 on page 82 for a sample stencil.) Print out the shapes on cardboard and cut them out. Students can then trace the shapes onto their scrapbook pages.

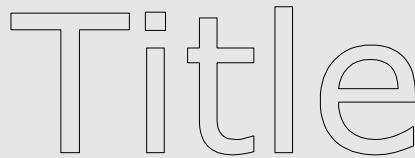
Borders/Journaling Blocks: In Microsoft Word, choose Insert/Borders and Shading and follow the prompts to create either full-page borders or smaller blocks of text (which can be used as is or cut out and glued onto a scrapbook page).

Lettering: Utilize a variety of fonts and font sizes any time you need to add letters or text to your page. Examples of this are on pages _____ of this curriculum guide.

Word Pictures: Use the Word Art function (or any equivalent feature) to create fun title blocks. In Microsoft Word, choose Insert/Picture/Word Art and select the style you like best. An example is below:



Fill-In Page Titles: Give students the opportunity to color in and decorate their page titles by printing out the outline of any font with a few simple steps. In Microsoft Word, choose Format, Font to select the font style, color and size. Under the same menu, click Outline. Type in your title, and then print it out. An example is below:



Special Ed Scrapbooking

As shown in previous chapters, scrapbooking can be adapted to any level student. This is particularly true when working with special education students. Of particular help to teachers is the fact that the range of scrapbooking products is constantly expanding. Many of these products take into consideration the varying abilities of scrapbookers—including those of both “typical” and special needs students.

Below are suggested adaptations that teachers can make when scrapbooking with students who face various physical and mental challenges.

<u>Student challenge</u>	<u>Adaptation</u>
Poor handwriting	Have students “write” using letter stickers, alphabet templates or computer fonts.
Poor written language skills	Students can tell their stories to you verbally while you write the stories down for them. Or have students speak into a memory button (a small voice recorder that can be pasted onto the scrapbook page). Another option is to have students speak into a computer microphone and “burn” their voices onto a CD-ROM, which can be tucked into an envelope in the scrapbook.
Inability to cut with scissors	Have students use a sliding paper cutter (with adult supervision). Another option is to have an adult cut scored lines into the paper using a scoring tool; students can then tear the paper along the lines.
Inability to manipulate glue sticks or other small adhesive tools	Consider purchasing a Xyron This manually operated machine applies adhesive to the back of paper with the turn of its handle. Or print letters and pictures out on sticker paper.

SUCCESS STORY: SCRAPBOOKING WITH AUTISTIC CHILDREN

Autism is a developmental disorder that affects children's ability to communicate, interact socially and engage in creative or imaginative thinking. Below, Melissa Schmitt, autistic support teacher of grades K-2 at Brookline Elementary School in Pittsburgh, PA, offers insight on how to reach autistic children through scrapbooking.

Q: What are the special challenges involved in teaching autistic children?

A: The children have strong visual memory skills, but they want to make things exactly how I present them. I always want to encourage creativity and not have them "copy" exactly what I present. I am looking more for their own personality and creativity to come out. So I have to present a few general techniques on how to journal or how to put together photos on a page so that they don't copy mine to the tiniest detail. If I present a few layouts I have a better chance of my own page not being duplicated. I also like them to do as much independently as they can.

Q: What are some specific teaching techniques that you use?

A: We try to scrapbook in chronological order so that they have a timeline of the school year. I collect all the photos from the month and then separate them into individual kid files. As a large group I present a technique, for example, stamping out a title for a page "Thanksgiving with Friends." After the children see me model the process, we make a flow chart of what we will do when it is our turn to stamp.

For example:

1. Look at your Thanksgiving pictures.
2. Write down some titles.
3. Choose one title.
4. Check to see that the words are spelled right.
5. Choose an ink color to stamp in, etc.

I normally have to write each step verbatim so that they can follow it. Our classroom model is very structured, so they are used to following exact directions. From there we meet in small groups, one adult per two kids at the most. Then, with adult prompting as needed, the kids carry out each step on the chart. I set up stations around the room so that at one table you are working on stamping out your title, at the next table you are putting your photos on; kind of like an assembly line to complete your entire page.

Q: In what ways has scrapbooking helped your students?

A: Scrapbooking has helped my students build a home-school connection. Parents and support teams can look at the books with the students, which is kind of like a springboard to communication; the adult can ask questions and promote talking. It helps the student to have the direct visual in front of them of the social situation they want to relate to their family. In most of the cases the families have reported to me that they have more ammunition for getting their child to describe certain events. Many of my students will give a short verbal answer like, "We went skating" and not elaborate further. The adult can see the child's picture of them sitting on the ice and know to inquire if they fell or not. Did the kids eat lunch? Who did you skate with? Even though that info is all right there presented in pictures and journaling in front of them, the talk can be more "natural" and not so scripted as the parents know the answers and can prompt the kids for more verbal information.

Therapeutic Scrapbooking

Scrapbooking is not just educational—it's therapeutic as well. In her article entitled "The Power and Flow of Occupation Illustrated Through Scrapbooking" (*Occupational Therapy in Health Care*, Vol. 12(2/3) 2000), Professor Anne E. Dickerson reports that teaching scrapbooking to others has proven to her that scrapbooking is a highly effective form of occupational therapy (www.haworthpressinc.com).

Mental health experts also recognize the benefits of encouraging students to scrapbook. Below is an interview with Nicole McDonald, PhD, a school psychologist and Cornerstone University professor who devised a therapeutic scrapbooking curriculum for use with students, the goal of which is to "promote self-acceptance and a healthy self-concept by sharing and celebrating one's unique story."

SUCCESS STORY: SCRAPBOOKING AS THERAPY

Q: How did you get the idea to develop a therapeutic scrapbooking curriculum?

A: As a child psychologist, I realized that power of artistic creation as I watched my child clients create with words, colors, and pictures, and, through their creation, begin to heal. To me, the progression to using this curriculum in my therapeutic work and in my college-level courses was only a natural extension of my experiences and observations. Each student going through my college-level Child Psychology course completes a life scrapbook using a flexed version of the SCRAPS model. The feedback from students has been extremely positive to date.

Q: What topics do you cover in your curriculum, and what types of activities does it contain?

A: When I have used this in a middle school setting, it was a more structured 6-week curriculum where a different topic was addressed through a page creation each week. When I have used it in my college-level courses, the curriculum is used more as a guide, because students are working through the scrapbook storytelling process more independently. The major topics covered include: The Pieces of Me (self-concept); My Family; My Friends; School; Likes and Dislikes; What I Believe; Hopes, Wishes and Dreams; and Sharing My Story.

Q: What types of activities do you have your students complete?

A: The activities are mainly comprised of 1) introduction of the week's theme, 2) brainstorming and planning, 3) creation time, and 4) debriefing with a leader/mentor/facilitator. It was very important to me that this curriculum be flexible and adaptable to a variety of educational and therapeutic populations and settings. Additionally, a unique aspect of this curriculum is that it also addresses the therapeutic benefits of scrapbooking for teachers, psychologists, therapists, parents, etc.

Q: What are the therapeutic benefits of scrapbooking with youngsters?

A: Quite simply put, art and play are the languages of children, and scrapbooking provides a format within which to express, explore and accept one's

own story and one's own self as valuable. In some sense, the scrapbook becomes a tangible reflection of one's inner perceptions and understandings of the self, others, and the world. Children have the opportunity to express their dreams, desires, fears, frustrations, anxieties and confusions. Research has shown that art-therapy experiences can help to lessen anxiety, depression and a sense of rejection in adolescents. Journaling with words--an often essential aspect of scrapbooking--has also been shown to prevent illness, promote physical and mental health, and minimize the effects of established illness. To date, my research has documented that scrapbooking supports positive development through 1) normalizing developmental experiences (i.e., I'm not so dysfunctional after all!); 2) changing perceptions of various people's influence on one's life; 3) understanding of one's roles in the family; 4) recognition of critical life-changing events (deaths; losses; etc.). To sum, some of the potential benefits of scrapbooking with children include increased self-awareness; increased sense of connection with others; increased understanding of one's life experiences; positive affirmation of life's value; processing of grief and loss; stress relief; and pure enjoyment of the creative process.

Q: Can you share some success stories of some of your students who have benefited from therapeutic scrapbooking?

A: A student that is forever etched in my mind and heart is "Carrie." I will always remember a page in Carrie's scrapbook....it contained no pictures of herself, but was covered in photos of large and highly poisonous brown recluse spiders. It was the journaling that gripped me and that told of Carrie's healing. She paralleled these very toxic and life-threatening creatures to the powerful suicidal thoughts that had gripped her mind since a young age. This page allowed me to have a very deep and soulful discussion with Carrie, serving as a springboard for her to share more of her story, her struggles, her battles, and her little pieces of victory that she was striving so hard to claim.

"Jane" is a student who struggled with cutting/self-injury in her adolescent years. Through her scrapbooks, she shared some very expressive poems about how her cutting helped her to cope; some very graphic blood-soaked pictures of how she felt during that time; writings about the stark contrasts between the "Jane" that everyone else saw and what was really going on in her internal landscape; and her continued struggle even into late adolescence.

"Annie" shared in her journal about the day of her birth, the day that doctors told her mother that Annie would never learn, would be retarded, and would never live independently. Annie documented her desire to prove these doctors wrong and to embrace life--abilities and disabilities--passionately. She wrote of her quest to graduate from college and work with other children who may find themselves in similar circumstances.

These are just three of several stories that I could tell. Some of the most common themes that we have seen addressed include dealing with parental divorce; adolescent depression; loss of important loved ones; ended relationships; identity confusions; and exploration of religious beliefs/values/morals/convictions. Many of these struggles are deep and complex, and will obviously not be completely healed through a scrapbooking experience, but this can be one critical tool used in the healing and growing process.

A Small World After All

Although scrapbooking is already a fixture of American life (and of many American classrooms), it is gradually gaining popularity worldwide. Scrapbooking is even helping to connect classrooms around the world, thus creating a worldwide community of teachers and students.

Below is an interview with Lisa Doolan, an elementary school teacher in Australia.

SUCCESS STORY: SCRAPBOOKING DOWN UNDER

Q: What first got you interested in using scrapbooking as a teaching tool?

A: I began scrapbooking myself about four years ago and did not even consider using it as a teaching tool in my classroom until I became involved in a pen-pal program. We began by emailing classes and then put together packages to post over including Australian items (Vegamite and Tim Tams), letters to our pen-pals and a scrapbook where one page was devoted to each student in the class.

Q: What other ways have you used scrapbooking in your classroom?

A: Each year in Australia, Senior Primary Students are invited to participate in a cultural study that is organized by the Civilian Widows Association. (Last) year the country of study was Vietnam. The students produced two “Books” to present at the final meeting to explain what they had learned. It was expressed to the school that our projects were the best they had ever seen—imagine how proud the children were.

Q: What types of scrapbooking supplies do you use in your classroom?

A: Most of the supplies I pay for myself. I have provided my students with my own personal tools, and I purchase the paper and stickers myself. I have ordered some A4 paper in with school supplies and this is also used in scrapbooking. It does not have to be expensive, though. The students have taken to creating their own paper using plain paper and various painted effects, which looks fantastic.

Q: How do your students feel about scrapbooking?

A: Children love scrapbooking for most subjects because it allows them to be individual and to create something of which they can be proud. The old saying is that you enjoy the things you are good at. Scrapbooking allows children with various academic and creative strengths to express themselves and produce works that meets outcomes, as well as being enjoyable. It especially allows the children who are not so strong academically to answer questions in another more creative format.

Q: What do you believe to be the educational benefits of using scrapbooking as a teaching tool?

A: The care that students take with their work is a big one. A student who is usually lazy and rushes will concentrate a great deal when they have creative license with their work. Children who struggle to spell will access a dictionary to make sure that the words are spelled correctly (a rare thing when some are only concerned about completing something). Pride in their work is a great motivator for students.

Would you like to find a class in another country with which to exchange scrapbooks? Visit www.epals.com, an online community of educators who are interested in creating collaborative projects with peers around the world.

Scrapbooking & Adult Literacy

While the main focus of this curriculum guide is teaching children and adolescents, many of the activities can be used as an effective teaching tool in adult literacy classes as well. There is an increased focused worldwide on the needs of adult learners. According to AdultLearners.Com, when the World Conference on Education for All met in 1990, among the goals set was “reduction of the adult illiteracy rate to one half its 1990 level by 2000.” When the governments re-convened in 2000, 880 million adults-- the majority of them women-- were illiterate.

Although students of all ages enjoy learning things that are related to their own life experiences, adult literacy students in particular learn best when exposed to subject matter that is relevant to their lives. Adult literacy students come from diverse backgrounds and bring with them unique personal histories. Many have experienced traumas such as intergenerational poverty, low literacy, alcohol and drug abuse, sexual abuse, mental health issues, developmental delays, ADD and ADHD, and negative experiences in past educational settings.

In “Functional Context Education: Making Learning Relevant in the 21st Century,” adult literacy consultant Dr. Tom Sticht indicates that one particularly powerful method of reaching adult literacy students is through a technique called photo-ethnography. Photo-ethnography involves taking photographs of students’ environments to gain an understanding of their everyday lives. These photos can then be used as topics for students to discuss and write about. (Dr. Sticht’s article can be viewed at <http://www.nald.ca/fulltext/fce/02.htm>)

In light of Sticht’s research, the power of scrapbooking in the adult literacy classroom can be seen. Scrapbooking requires students to collect photos that are relevant to their lives, study them, discuss them and then write about them. Below is an interview with Ruth Vandendor, an adult literacy instructor at University College of the Fraser Valley in British Columbia who has successfully used scrapbooking as a teaching tool in her own classroom.

Q. How did you get the idea to use scrapbooking as a teaching tool with adult students?

A. I love scrapbooking for my own personal development, and it suddenly occurred to me that scrapbooking develops many of the skills that we are teaching to adult students: reading, writing, organization of materials, story telling, enhancement of personal self-worth, research, design and layout, etc. They are often hindered in their learning by traditional educational emphasis on visual or auditory learning alone. Our students usually benefit from a multi-modal approach to learning; what could be more multi-modal than scrapbooking that includes visual, auditory and tactile learning in a collegial atmosphere?

(continued)

Q. What have been your experiences with using scrapbooking as a teaching tool?

A. The students I have worked with embraced the project enthusiastically. Due to time constraints, we made up templates for the students with plans for a four page layout with a title page, and a page each on past, present, and future. Some of the students used the format we provided and others created pages that were more meaningful for them. The men and women participated equally. Some students brought their own pictures and others used clipart and magazine pictures that we provided. The students displayed their scrapbooks to guests as a year-end celebration; the pride in their achievements was visible and moving.

Q. What are some instructional tips that are particularly helpful when utilizing scrapbooking as a teaching tool with adults?

A. Set up templates for those students who are unfamiliar with scrapbooking and may be unwilling to jump in on their own. Have completed samples available for students to view. To save money, look for embellishments, fonts, paper, etc. in second-hand stores; I used letters from Junior Scrabble, old wall-paper borders, light switch covers (for frames), buttons, wire, plastic mesh, beads, hollow wall anchors, etc. Encourage students to use the scrapbook as a vehicle for self-expression and for "reinventing" themselves and pulling out the positive in their lives.

Q. What are some adaptations that you make for adult special education students?

A. Emphasize the process rather than the product; don't expect the pages to look like your own! Have lots of help in the classroom; manipulating letters, journalling, working with glue and scissors may be difficult for some students. Display, display, display the products; the pride in achievement is a powerful self-worth builder.



This slide— created using Microsoft fonts and clip art— was part of a Powerpoint slideshow presented by Ruth Vandenbor at an Adult Basic Education Association conference in British Columbia, Canada.

The Future of Educational Scrapbooking

Hopefully this book has given you plenty of ideas for using scrapbooking in your own classroom. Perhaps it will serve as a springboard from which you can develop your own applications for scrapbooking as well.

The future of educational scrapbooking is literally in your hands—and in the hands of your students as well. I am always excited to hear about scrapbooking success stories, so please do not hesitate to keep in touch with me during the school year. (You and your students might even be featured in a future edition of this book, or in my monthly *READIN', WRITIN' & SCRAPPIN'* column published by *Scrapbook Premier* magazine.)

Have a wonderful school year!

Sincerely,

Lori Elkins Solomon

lelkins2@optimum.net

<http://www.teacherspayteachers.com/Lori-Elkins-Solomon>

APPENDICES

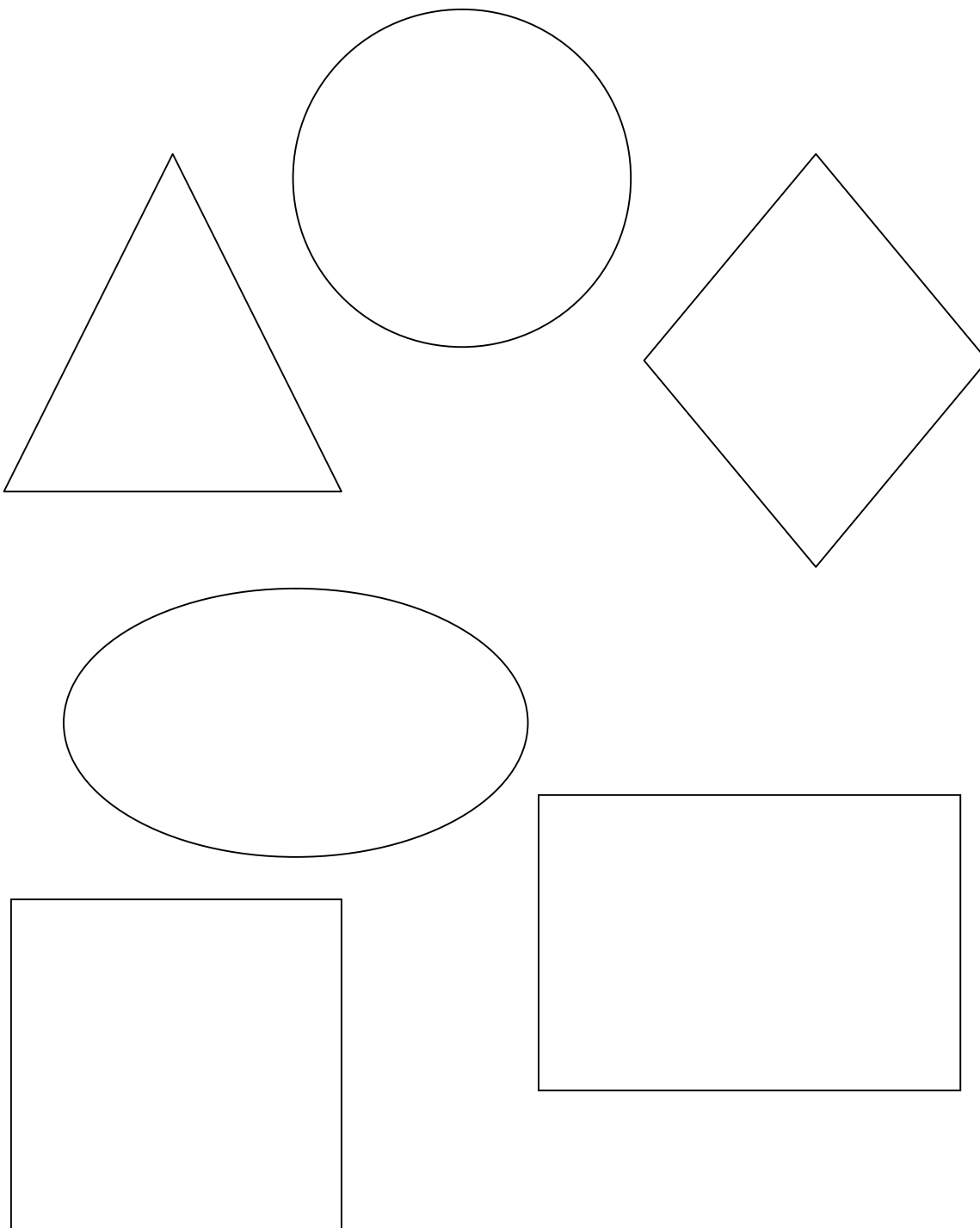
Reproducible 1

PASTE YOUR PHOTO HERE
AND WRITE A STORY IN THE LINES BELOW

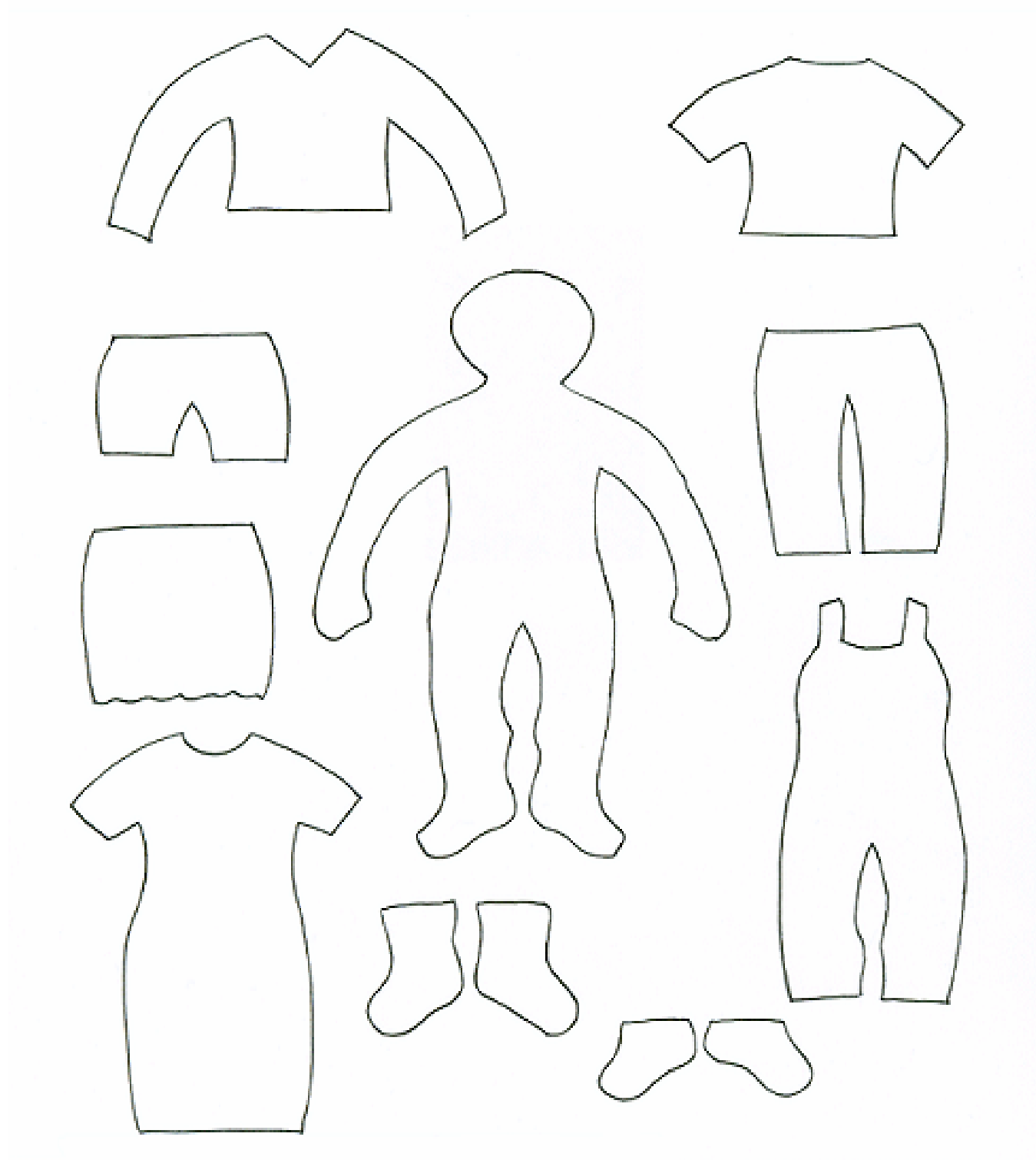
The writing area consists of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The lines are evenly spaced and extend across the width of the page.

Reproducible 2: Stencil

Photocopy this page onto cardstock and cut out the shapes. Use the cardstock template to crop photos, make mats and create photo frames.



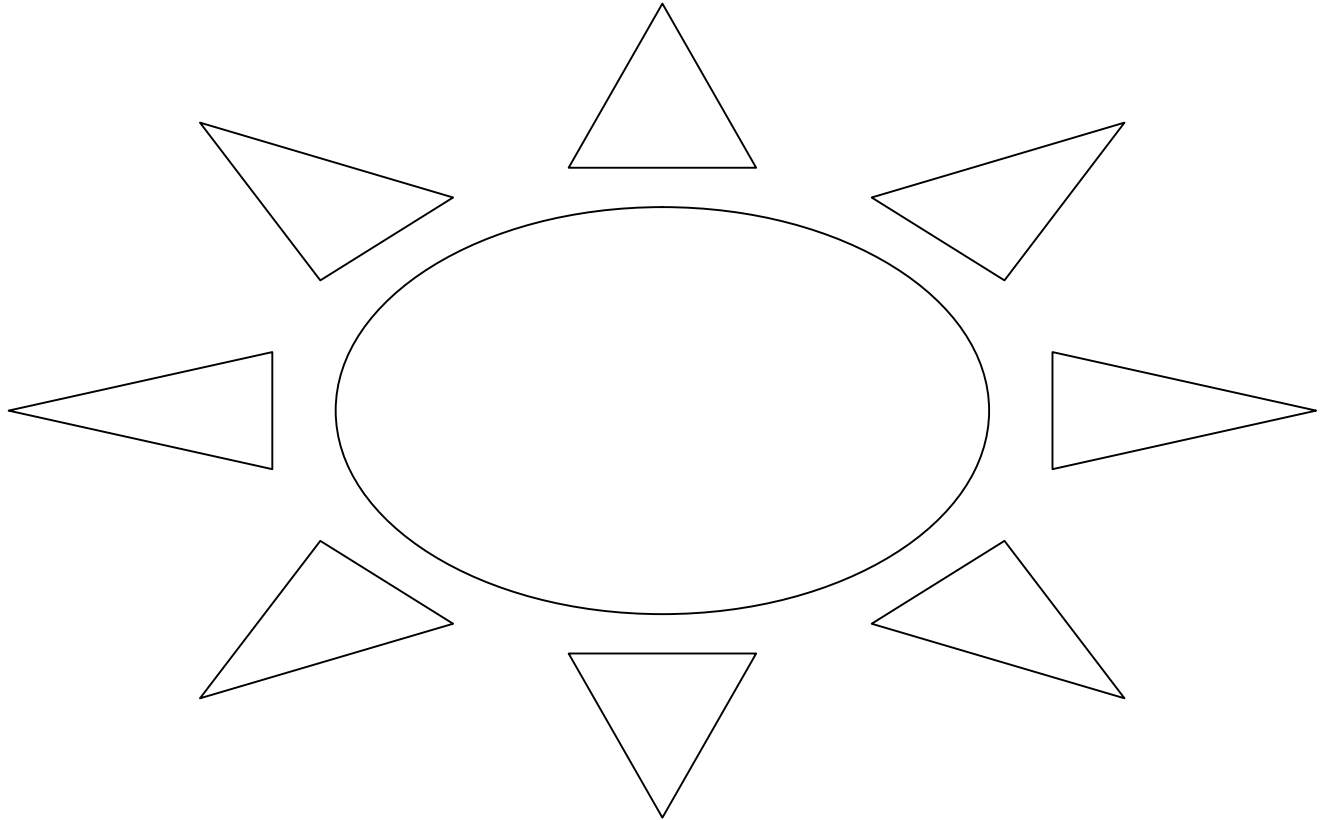
Reproducible 3: Paper Doll



Reproducible 4: Alphabet

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
	Z			

Reproducible 4: Starburst Chart



Reproducible 6

LETTER TO PARENTS

Date: _____

Dear Parent/Guardian:

Good News! Our class is starting a special scrapbooking project. Scrapbooks are special collections of photographs, creative writing and decorations. The purpose of making a scrapbook is to tell a story about one's life. Scrapbooks are a wonderful way to preserve one's memories and to create a lasting record of one's life for future generations to learn from.

Each student will be selecting one of the following themes for his or her scrapbook: _____; _____; _____.

As students work on their projects they will receive special training in: photography; creative writing and graphic design.

As you can imagine, an important part of this project will entail taking photographs.

- 1. Child's Name: _____**
- 2. Does your child have access to a 35mm camera for use in this project? _____**
- 3. If your child will be using a 35mm camera, will you be able to provide him/her with one roll of film? _____**
- 4. If your child does not have access to a 35mm camera, will you be able to provide him with a disposable camera? _____**
- 5. Parent/Guardian's Signature: _____**

Scrapbook Requirements

Your completed scrapbook is due on _____. Below are the criteria that will be evaluated in determining the quality of your work.

- 1) Title page (containing title, byline and photo or illustration)
- 2) Ten different themed layouts (layouts may be one or more pages)
- 3) Each page should contain the following elements: photos and/or memorabilia; title; journaling
- 4) Use of a variety of photo-mounting techniques, for example:
 - a) matting
 - b) framing
 - c) flat mount
 - d) crop and mount
 - e) photo corners
- 5) Use of a variety of journaling techniques, for example:
freewriting five w's letter character sketch story
anecdote captions poetry dialogue list
comic strip interview song quotes
- 6) Use of embellishment, for example:
die cuts borders illustrations stickers calligraphy
- 7) GUMS: grammar; usage; mechanics; spelling
- 8) A decorated cover that fits your scrapbook theme.
- 9) Neatness
- 10) Most importantly, EFFORT COUNTS! Take pride in your scrapbook so that it reveals the terrific person you really are!

MY SCRAPBOOK PLANNER

Student's Name: _____

Scrapbook Topic: _____

Reproducible 8b

MY SCRAPBOOK PLANNER

Use this page to brainstorm possible photos and information that you may add to your scrapbook page.

Page Title

PHOTO LIST

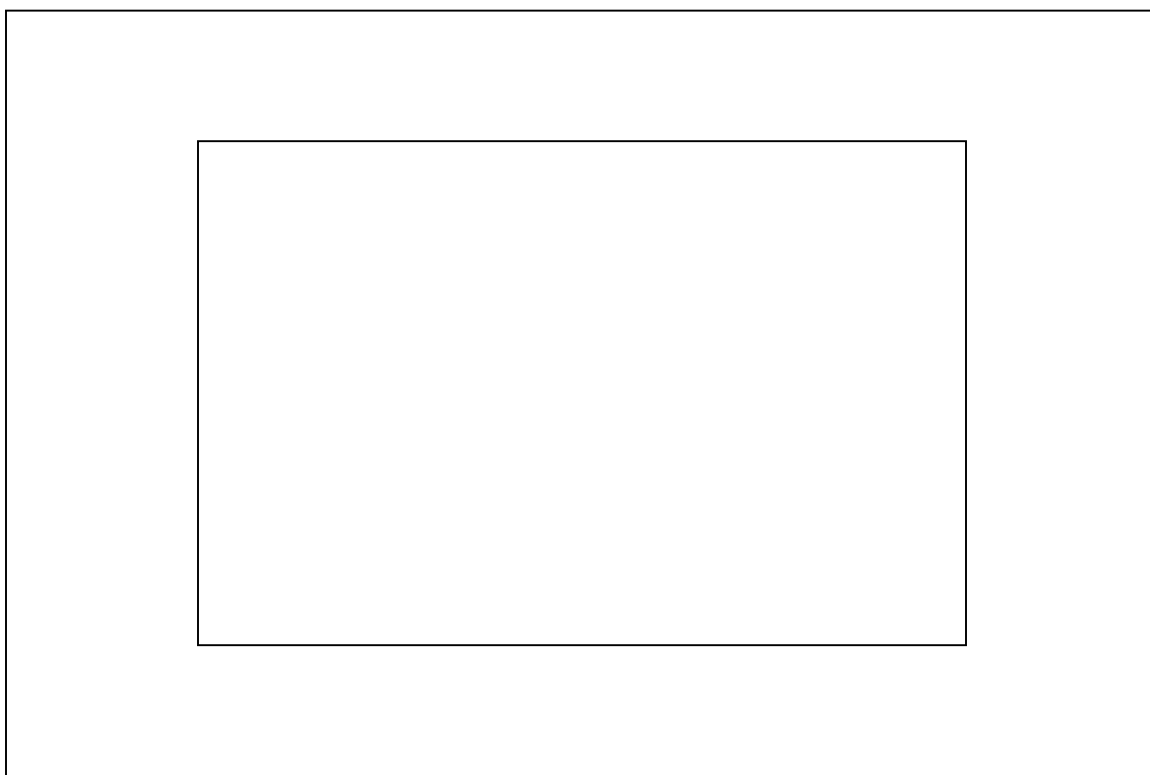
PHOTO FACTS

Reproducible 8c

PHOTO LOG

1	26
2	27
3	28
4	29
5	30
6	31
7	32
8	33
9	34
10	35
11	36
12	37
13	38
14	39
15	40
16	41
17	42
18	43
19	44
20	45
21	46
22	47
23	48
24	49
25	50

Reproducible 9: Page Topper & Mats/Frames



INSTRUCTIONS FOR PAGE TOPPER AND MAT/FRAME TEMPLATES

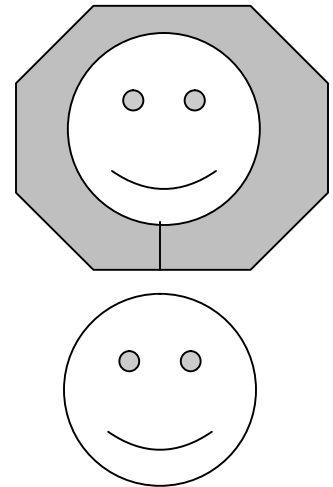
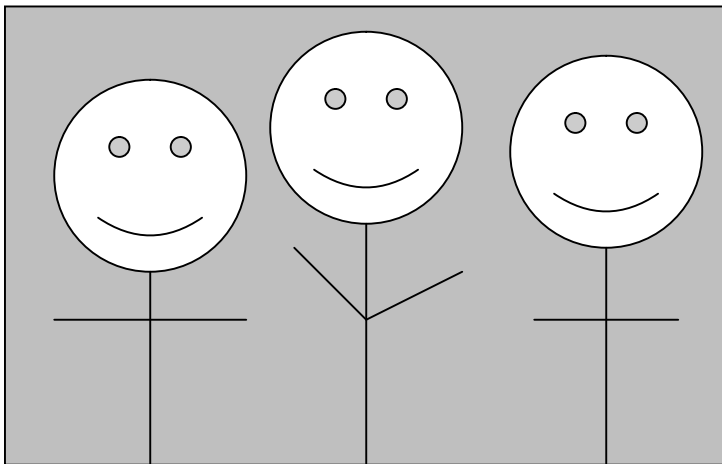
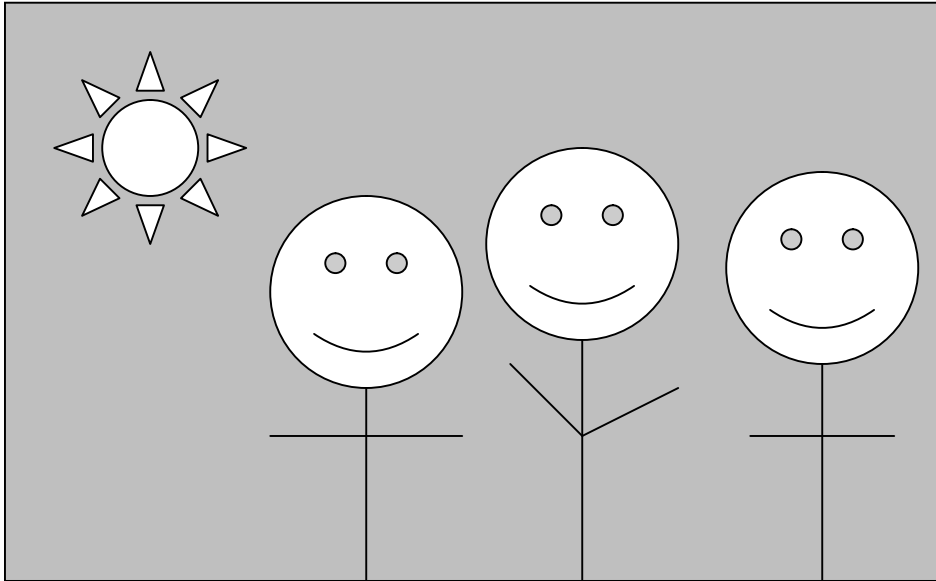
To make a page topper: Reproduce strip on colored paper and cut paper strip out. Write the page title on the strip and glue it to the top of scrapbook page.

To make a large mat: Reproduce on colored paper and cut rectangle out along outer edges. Mount photo onto mat and trim if necessary.

To make small mat: Reproduce on colored paper and cut rectangle out along inner edges. Mount photo onto mat and trim if necessary.

To make frame: Reproduce on colored paper and cut large rectangle out. Create a hole in the middle of rectangle by cutting smaller rectangle out of the center of the frame.

Reproducible 10a



Above: a trimmed photo

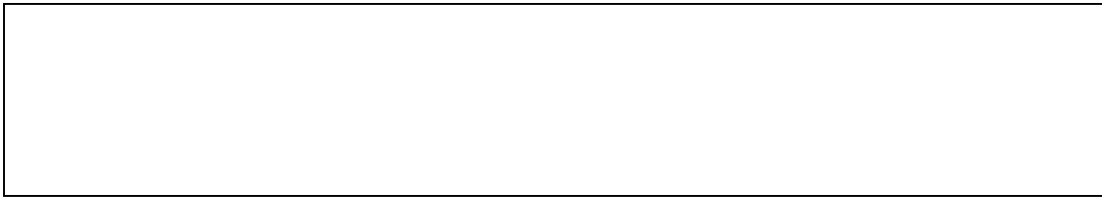
Top right: a photo cropped into a shape.

Bottom right: silhouette cropping

INSTRUCTIONS TO TEACHER: Photocopy this page onto a transparency and display using a transparency projector. Ask the students if they can figure out how to crop the picture on top so that it ends up looking like each of the pictures below it. A template for masking different parts of the picture is on the next page.

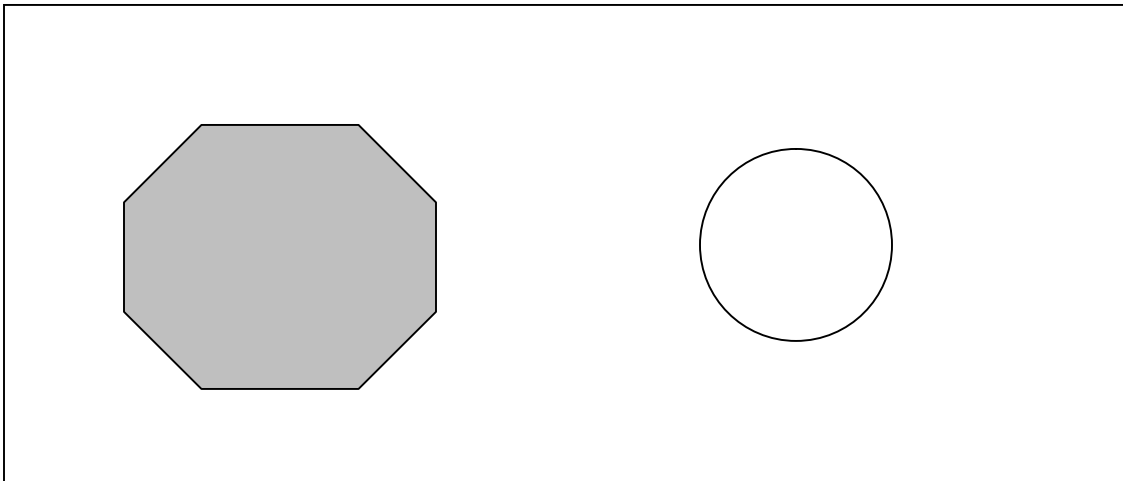
Reproducible 10b

Note to teacher: Reproduce this page onto card stock.



Cut out the four strips above and use them to demonstrate how to trim the picture on the previous page.

Cut out the rectangular shape template below and then cut out the octagonal and circular holes. Use on the picture on the previous page to demonstrate use of templates and silhouettes in cropping photos.



Reproducible 11

PEEK-A-BOO TEMPLATE

You should make four copies of this template.

- 1) Cut out the large rectangle on the first copy. Write your descriptive paragraph in the lines below.
- 2) Cut out the large rectangle on the second copy. Write your narrative paragraph in the lines below.
- 3) Cut out the large rectangle on the third copy. Write your expository paragraph in the lines below.
- 4) Mount your photo over the large rectangle of the fourth copy. Write your persuasive paragraph in the lines below.
- 5) Write a title at the top of each page and add embellishments.
- 6) In your scrapbook, lay the four pages on top of each other, with the page containing the photo on the bottom. The photo will peek through the three upper pages.

Reproducible 12

S	C	R	A	P
expository	card stock	sticker	edgers	template
mat	PVC	die cut	yellow	punch
journaling	acid	FREE	lignin	magnetic pages
polypropylene	crop	embellishments	freewriting	silhouette
page topper	expository	peek-a-boo	calligraphy	yellow

INSTRUCTIONS FOR PLAYING SCRAP: Give each player 25 punchies to use as markers plus a copy of the board above (without the clues attached). Read the clues out loud. The first player to correctly cover five answers in a row with markers wins the game.

CLUES

1. Another name for a "window" page
2. A strip of paper on which a page title is written and decorated
3. A fancy type of lettering popular during medieval times
4. A type of journaling in which you write whatever comes to your mind
5. When you cut around the edges of the photo's subjects
6. A safe material in which pages can be encased
7. Another term for cutting a photo
8. A chemical in many plastic products that emits gases that are harmful to photos
9. A mode of writing which teaches readers facts about a subject
10. A high pH indicates that this is present
11. A fancy word for page decorations
12. A wood by-product that discolors paper
13. A type of journaling which expresses facts about a topic
14. A type of embellishment that has adhesive on the back
15. This color indicates that acid is present when a pH pen is used on white paper
16. This color indicates that acid is not present when a pH pen is used on white paper
17. Old-fashioned photo albums often contained these
18. A stiff, thick type of paper
19. Used to make the markers for this game
20. Also known as a stencil
21. Decorative scissors
22. Paper embellishments that are cut into shapes
23. The story written on a scrapbook page
24. Photos are often mounted on these before they are attached to a scrapbook page

Reproducible 13: Calendar Template

MONTH: _____

YEAR: _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Additional Resources for Teachers

Websites

Educational Scrapbooks

A website dedicated to the educational use of scrapbooks

http://www.radzanowski.org/Laura/scrapbook2/scrap_index.htm

How to Use Die Cuts to Stimulate Learning

One of several helpful downloads for teachers offered by AccuCut

http://www.accucut.com/Free_Education_Downloads-aa117c15p40.html?

Polaroid Education Program

Articles and downloads for teachers are among the hidden treasures buried within the Polaroid corporate website. Go the address below and type “teacher” into the site’s search engine.

www.polaroid.com

Digital Scrapbooking for the Classroom Resources

<http://www.davis.k12.ut.us/district/etc/cathy/scrapbooking.html>

Davis School District in Farmington, UT

Adventure of the American Mind

Scrapbooks created by Lewis Carroll, Abraham Lincoln and other historical figures

http://aamonline.org/edResources/edubits/may_06.pdf

Articles

“Academic Scrapbooks: Snapshots of Learning”

Published in 2007 by the George Lucas Educational Foundation

<http://www.edutopia.org/academic-scrapbooking-photographs-journals>

“Scrapbook Learning”

An article published in the Jan/Feb 2003 edition of *Instructor Magazine*

http://www.findarticles.com/p/articles/mi_m0STR/is_5_112/ai_96810529

“Scrapbooking: A Therapeutic Tool”

An article discussing the benefits of scrapbooking with foster children

www.mihomebased.com/practice/issues/2005/summer/scrapbooking.htm

Books

Paper, Scissors, Death: A Scrapbooking Mystery

High school students and their English teachers will be intrigued by this new murder mystery by Joanna Campbell Slan. For more information, visit the author’s website at

<http://www.joannacampbellslan.com>

The Scrapbook in American Life

Perfect for teachers of English, history, and art, the book explores scrapbooks from various historical eras, including: the Civil War, the Columbia Exposition and the Great Depression. For more information, visit Temple University’s website at

http://www.temple.edu/tempress/titles/1843_reg_print.html